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ABSTRACT

In addition to presenting detailed guidelines for foreign language curriculum development in Georgia public schools, this guide includes illustrations of a variety of classroom approaches to meeting course goals. The overall rationale for the guide is to bring programs and curricula at all levels in line with both societal needs for language-skilled adults and with the benefits, both personal and professional, students can derive from possessing language skills. Programs are conceived as falling under foreign language in the elementary school (FLES), middle-school programs (grades 5 to 8), and secondary school programs. These last receive the greatest emphasis. Specific educational strategies focus on skill development, teaching culture, evaluation (testing), and classroom and curriculum management. A great deal of emphasis is laid on career education. Ample lists of resources are scattered throughout. In addition to the model instructional materials in the body of the guide, an appendix presents samples of course outlines, teacher effectiveness aids, and various daily instructional units. French is the language most emphasized, followed by Spanish and German. (JB)

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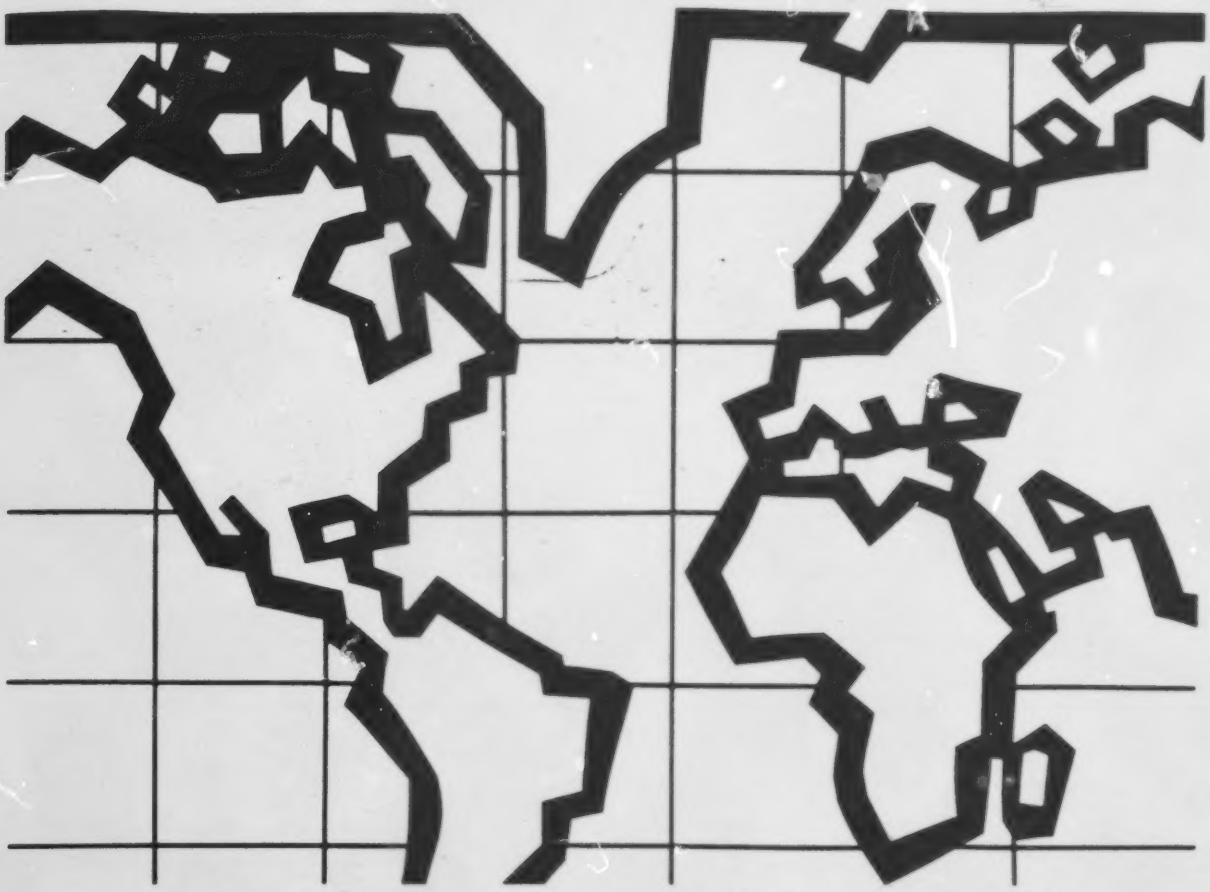

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Foreword

An essential function of Georgia public schools is the preparation of graduates who can function successfully in a world filled with communicative challenge, technological advancement and societal change. This *Foreign Language Curriculum Guide*, which emphasizes a variety of programs and strategies, will help schools fulfill this function.

Published by the Georgia Department of Education for teachers of grades K-12, it was developed by committee members from different levels of language teaching and supervision. It offers broad program goals, specific learning outcomes and activities which will benefit both teachers and students of foreign languages in Georgia.

I am confident that this guide can be used in establishing valid principles, policies and programs which will enable students to meet the challenges of a multilingual/multicultural society. It is my hope that administrators, supervisors, counselors, parents, community leaders, students and teachers will find the guide an important guard against societal and intellectual provincialism.

Charles McDaniel
State Superintendent of Schools

Introduction

Recent international events point up the need for American students to be linguistically and culturally aware. Business and government leaders warn that more emphasis must be placed on acquisition of a second language to bolster our economic and national security.

The Council for Basic Education recommends that the study of at least one foreign language for two years in high school be part of the education of all students. Research studies indicate that communicative skills, particularly reading, are transferable from one language to another and that English vocabulary and structure are strengthened by learning a second language. Educators point to higher test scores made by students who study a second language.

Georgia has become international in character. There are daily flights abroad, an influx of thousands of foreign tourists annually, economic ties throughout the world and a citizenry of many different language groups. As Georgia educators continue their efforts to prepare graduates to live in such a diverse society, it is evident that foreign language programs must be developed, implemented and strengthened.

This foreign language guide was developed by teachers for teachers; it is practical and experience-based. The guide should not be considered prescriptive; instead, it develops models, gives examples and provides choices. It is our hope that local system personnel will choose from among the goals, objectives, activities and strategies, those which will meet the needs, interests and abilities of their students.

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Rationale

Second language study broadens experience and increases the awareness level of the learner; it increases the chance for an individual to function successfully in a pluralistic society. Perhaps more than any other discipline, it stresses the dramatic differences in individual and societal realities, values and attitudes. One is made more aware of the depth and breadth of humanity and the vast diversity in people.

Study of a second language contributes to the student's personal, social, aesthetic and intellectual growth. Traditionally an integral part of the humanities, such study opens broad avenues out of the provincial confinements of a single language and culture. Language study leads to flexibility in thinking, communicating and perceiving. Language comparison and linguistic analysis lead naturally to the mastery of one's own language and to the ability to communicate more effectively.

In recent years technological and economic developments have made world leaders more aware that no nation is a self-contained entity. The study of other languages and cultures increases the awareness that all major problems are global and that countries are interdependent. The skills and knowledge acquired through second language study can only lead to more sensitive understanding, wiser action and more fruitful communication.

In November 1979, the report of the President's Commission on Foreign Language and International Education was made public. The commission spent more than a year examining the role and position of the United States in world affairs and our responsibilities as the educators of America's young people. The commission said bluntly, *"Nothing less is at issue than the nation's security . . . the future will belong to nations that are wise as well as strong . . ."*

The Commission report continues

We arrived at these conclusions after painstaking examination of the evidence and on the basis of extensive expert testimony from the field of education, business and labor, industry and government, and from representative citizen groups. We were left with no room for doubt that America's position in the world has changed radically over the last quarter century. Powerful competitors challenge our military and economic position, while the revolution of rising expectations in the Third World exerts new pressures and makes new demands on us. Nuclear monopoly has given way to nuclear proliferation. The United States is no longer the only major center of scientific and technological progress. We confront a potent combination of social ideologies and national aspirations that have extensive consequences for America's domestic well-being . . . .

Our gross national inadequacy in foreign language skills has become a serious and growing liability. It is going to be far more difficult for America to survive and compete in a world where nations are increasingly dependent on one another if we cannot communicate with our neighbors in their own languages and cultural contexts. ***(Strength Through Wisdom, November, 1979, pp. 5-11)***

Not only will foreign language competence greatly increase this nation's prestige and power in diplomacy and foreign trade, it may also open countless career doors throughout the world. Career alternatives will be broadened considerably for students with this highly marketable skill. In a world of daily international communication, ability in a second language may well become one of the essential life-coping skills needed by American citizens.

Chapter One

Program Goals and Objectives

Program Goals

Seven goals of a comprehensive foreign language instructional program are presented. Each goal reflects, to some measure, the concepts, skills, attitudes and appreciations expected of students. Under each goal are listed objectives which, if achieved by students, lead toward the attainment of the concept, skill, attitude and/or appreciation described in the goal. Goals I-IV are concerned with the basic language skills of listening comprehension, speaking, reading and writing. The objectives under each of these goals are written in a sequential order of skill development, from the simple to the more complex. These objectives are not matched to any level of proficiency because a variety of programs exists in Georgia schools.

Goals V, VI and VII are concerned with culture, the relevance of language study and the development of attitudes, interests and values. Objectives for these goals are not in sequential order and they may be included at any level of language study.

Goal I—Listening

The foreign language instructional program will provide opportunities for students to develop their listening skill, which includes the ability to understand the target language when it is spoken fluently.

Objectives (Tasks)

The student will be able to

- discriminate between the sounds of English and those of the target language.
- differentiate among the sounds of the target language.
- correlate spoken sounds with corresponding symbols.
- differentiate between patterns of stress in the target language and English.
- recognize intonational patterns (commands, questions, statements).
- demonstrate comprehension of single words and word groupings containing simple structures based on familiar material.
- demonstrate understanding of longer word sequences containing a limited number of unfamiliar words and more complex structures.
- display ability to comprehend new material through association with previously learned materials.
- demonstrate comprehension of the speed of an educated native within a controlled framework of syntax and vocabulary.

Goal II—Speaking

The foreign language instructional program will provide opportunities for students to develop their ability to speak in the target language with pronunciation, speed, intonation, structure and gesture acceptable to a native speaker.

Objectives (Tasks)

The student will be able to

- produce orally the significant sounds and intonation patterns of the foreign language.
- produce meaningful utterances in the target language.
- perform gestures appropriate to the content of the spoken words.
- respond orally to visual and familiar spoken cues.
- vary response to visual and familiar spoken cues according to carefully controlled instructions with special attention to appropriate grammatical forms.
- participate in guided monologues and conversations with grammatical accuracy.
- demonstrate idiomatic and grammatical accuracy in the formulation of sentences, dialogues, conversations and speeches.

- converse in simple terms about cultural and contemporary reading selections.
- use the target language extensively in learning situations.
- demonstrate skill in integrating and recombining structures and vocabulary on assigned topics.
- participate in spontaneous conversation and discussion using appropriate language and paralanguage.

Goal III—Reading

The foreign language instructional program will provide opportunities for students to develop their ability to read the target language with comprehension.

Objectives (Tasks)

The student will be able to

- relate sounds and meaning to the printed symbol.
- demonstrate comprehension after silent reading of familiar words and phrases.
- read aloud a familiar passage with appropriate intonation and correct pronunciation.
- read recombined material, both silently and aloud, and demonstrate comprehension.
- demonstrate increasing comprehension of reading material containing some unfamiliar vocabulary and structures.
- read with comprehension graded materials on travel, geography, history and short stories, poems, short plays and simple articles from magazines and newspapers.
- read with comprehension more advanced materials such as unedited literary selections, short stories, plays and essays.
- describe, analyze and evaluate an author's viewpoint and style.

Goal IV—Writing

The foreign language instructional program will provide opportunities for students to write in the target language, using appropriate structures, patterns and vocabulary.

Objectives (Tasks)

The student will be able to

- write corresponding symbols for the sounds heard. (See **Transcription in Methodology** section.)
- copy material with correct spelling, punctuation, capitalization and diacritical marking.
- write familiar material from dictation with correct spelling, punctuation, capitalization and diacritical marking.
- write an appropriate response to familiar visual, oral and written cues.
- manipulate familiar structural patterns.
- write controlled sentences, paragraphs, conversations and summaries with appropriate vocabulary and correct structure.
- construct original sentences.
- compose original conversations, summaries and compositions with correct vocabulary and grammatical structure.
- take dictation or transcription at an advanced level (familiar and unfamiliar material).
- write a personalized interpretation of what he or she has experienced.

Goal V—Culture

The foreign language instructional program will provide the means whereby students will develop an interest in and positive attitude toward the people whose language is studied, expand their cultural knowledge and understanding, and increase their ability to function appropriately in the target language and culture.

Objectives (Tasks)

The student will be able to

- identify countries and regions where the target language is spoken and describe the effects of geography and environment on the people.
- recognize the meaning of commonly used gestures.
- perform commonly used gestures in appropriate situations.
- recognize customs and contemporary cultural patterns related to food, clothing, family life, etiquette, work and leisure activities, education and religion.
- describe certain features of the target culture concerning values and patterns for living as related to family relationships, education, social etiquette, work and leisure time activities.
- give examples of folklore such as proverbs, songs, games and tales.
- give examples of contemporary music, art, films, personalities, political, social and economic issues.
- compare and contrast cultural patterns and values of the target culture with the North American culture.
- demonstrate an understanding that cultural patterns and behavior differ in part because of the influence of the pressures, rules and expectations of society.
- demonstrate an understanding that cultural concepts are stated generally and do not necessarily apply to individuals. Variables such as age, sex, religious beliefs, social class and place of residence affect attitudes and behavior.
- give examples of the influence of the target culture (customs, music, foods, personalities) on our North American culture.
- list and describe major historical, religious and folk celebrations and festivals of the target culture.
- list major historical events and important individuals and their contributions both to their own country and to society in general.
- name major musicians and artists and give examples of their work.
- describe major literary, social and artistic movements and place them in historical context.
- recognize and describe manifestations of humor in literary and artistic forms.

Goal VI—Career

The foreign language instructional program will provide opportunities for the students to recognize ways in which they may apply the knowledge and skills of the target language to career choices and leisure-time activities.

Objectives (Tasks)

The student will be able to

- communicate more effectively with native speakers of the foreign language.
- identify careers in which ability in a second language is a required or a highly desirable auxiliary skill.
- demonstrate understanding of the foreign language and culture as presented through print and nonprint media.
- expand vocabulary through the use of words and phrases of the foreign language found in English.
- describe opportunities and requirements for traveling, studying and/or living in the foreign country.
- explain how various elements of foreign language study relate to other disciplines.
- demonstrate an understanding that foreign language study provides a wide scope of experiences which will be valuable for any further life endeavor.
- develop more highly refined divergent thinking skills through foreign language study.
- relate foreign language study to improving our country's image with other nations taking a leadership role in trade negotiations and economic affairs.

Goal VII—Attitude

The foreign language instructional program will provide opportunities for the student to develop and maintain desirable attitudes, interests and values.

Objectives (Tasks)

The student will

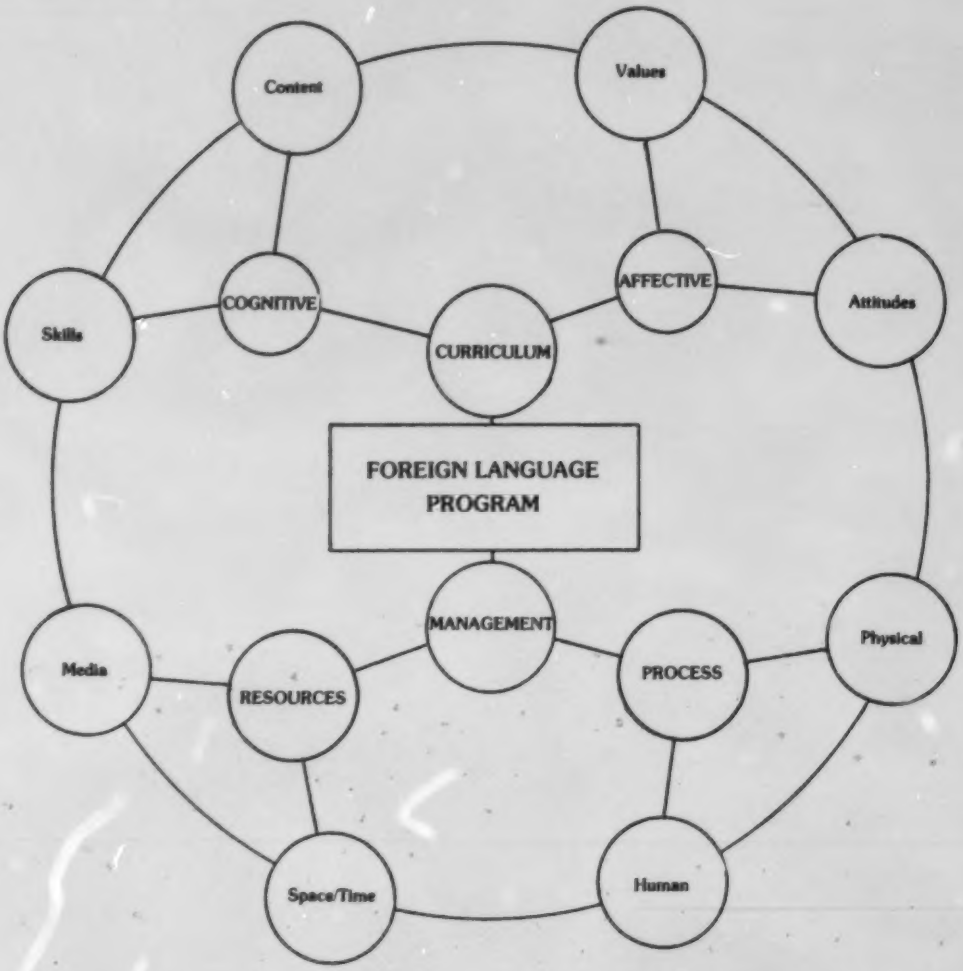
- participate willingly in the study of the foreign language, culture and civilization.
- respond actively to and display positive involvement in foreign language activities.
- recognize and accept that individual and cultural differences exist.
- demonstrate an understanding of some of the reasons that individual and cultural differences exist.
- develop positive feelings about himself or herself, his or her abilities and his or her uniqueness.
- clarify his or her own values through recognition and understanding of the values of others.
- display an interest in communicating with people of another culture.
- seek, on an independent basis, additional information concerning the foreign language, culture and civilization.
- demonstrate an ability to derive genuine enjoyment from using the language skills and cultural knowledge he or she is acquiring.

Chapter Two

Program

Program

The foreign language program involves both the curriculum to be taught and the management system to be followed. As a visual model, it could be displayed in the following way.



The foreign language curriculum has as its broad thrusts learning and teaching within the cognitive and affective domains. The cognitive domain leads to the development and acquisition of essential language skills and content. Activities in the affective domain promote the awareness, acceptance and clarification of values and the development and recognition of attitudes.

Program management is used as a broad term, encompassing both the resources (media, space and time) and the processes (physical and human) which will enable teachers and students to achieve stated objectives. These aspects of management, when carefully considered and planned, help to establish a basis for

- the acquisition and implementation of many resources, including print and nonprint, human;
- a variety of classroom management techniques, including learning/interest centers, grouping, individualized instruction, peer instruction, team-teaching;

- a variety of scheduling patterns, including length of each class period and number of contact hours per week;
- a variety of teaching strategies and learning activities to meet teacher and student abilities and needs;
- the integration of many other aspects of language study such as personalization of language learning, affective considerations, motivation.

Foreign language instruction has two essential components—communication in a second language and awareness of the culture in which that language is spoken. It is a progressive learning experience involving the development of skills, knowledge, understandings, attitudes and appreciations.

According to the report made by the President's Commission on Foreign Language and International Studies,

If the 47 million children in our schools are to function successfully as adults in the next century they must grow up with more knowledge about our interdependent world, keener awareness of other people, and greater sensitivity to those people's attitudes and customs.

The task starts in kindergarten, and it must be given special emphasis through the elementary grades because it is in early childhood that basic attitudes are formed. It is also the time when the beginnings of language comprehension are put into place, curiosity is at its peak, and the foundations are laid for further learning. ***(Strength Through Wisdom, November 1979, page 15)***

It is essential that the foreign language curriculum be changed and expanded to provide students with the skills and knowledge necessary to function in our multilingual and multicultural society. A variety of courses at all levels (K-12), is needed to accommodate many different interests and needs. The programs described in this chapter are composed of a variety of elements and are to be considered guides. Local systems are encouraged to develop programs which consider student population, life-role skills and community, state and national implications of foreign language study. Based on such an assessment, the foreign language program should be so organized and presented that the majority of students in the school system can be successful in it. All students should be encouraged to take at least two years of a foreign language as a part of their basic education.

An integral part of the program design is course development. A typical course outline for foreign language includes the elements described below.

I. Title *The title should be succinct and give some idea of what the course entails. Examples: "Spanish for Tourists," "French Heroes and Heroines," "German Short Story and Poetry"*

II. Course Description *The course description should be three to five sentences in length and should be written to give students a good idea of the content and expectations of the course.*

III. Course Objectives *Each foreign language course should have at least one broad objective on each of the four basic language skills (listening, speaking, reading, writing), on cultural awareness, career awareness, application of skills and knowledge, on attitudes and values. It is likely that such broad objectives will be the same, or similar, for each language course. (Please see sample course in the Appendix for examples of broad objectives.)*

Under each objective should be listed the tasks *a student must do* to satisfactorily achieve that objective, according to the specific expectations of that course. These tasks may be called indicators or student objectives. They should be measurable and may include such factors as the time frame and level of achievement or acceptability expected.

The number of tasks (indicators) given for each objective may vary as may both the amount and level of accomplishment required of students. Provisions should be made to adjust to individual student needs.

It is strongly recommended, as foreign language curriculum is developed, that writers review all state requirements. (Competency-based Education graduation requirements, all objectives of high school Criterion-referenced Tests in language arts, mathematics and career awareness) and all local requirements.

Each objective should be keyed to these requirements whenever possible to show how the study of a second language helps all students meet general competencies and requirements. (See sample course in Appendix for examples.)

IV. Content *Because it is impossible to teach all content, this section should be carefully written to include content essential for the successful completion of the course by students. In addition, knowledge of this content should give students the necessary base for the next level of language study.*

V. Instructional Activities *These are strategies and activities which relate to the achievement of a task, objective or goal. Such activities should be designed to help students with the mastery of skills, knowledge and attitudes. Such activities might include map study, art work, skits, mini-dramas, culture capsules and assimilators.*

VI. Resources *All resources, both print and nonprint, should be listed. In addition to books, films, tapes, prints, slides and periodicals, there should be a list of people in the community who are willing to be used as resource personnel.*

VII. Evaluation *Evaluation should be built into each task or indicator required of students. This will ensure that students are meeting the program goal to the extent required in a particular course. In addition, other evaluative techniques should be described, particularly for each of the four basic skills.*

In establishing any foreign language program at any level, the following questions should be considered.

- Is this program to be articulated with any other program?
- Does this school system need a sequential program, exploratory courses or a combination of both?
- Has an analysis of school, community and student needs been made?
- What resources are available? What are cost factors?

Foreign Language in Elementary School (FLES)

Foreign Language in Elementary School (FLES) is an important area in the social, mental and aesthetic development of children. Goals for a FLES program may vary, depending on the needs and interests of students, teachers and parents. Before establishing a FLES program, some considerations should be given to the following.

- Will FLES be an integral part of the elementary curriculum or an enrichment program?
- Will FLES be offered to all students or to a selected group?
- Will it be closely articulated with the foreign language program in the middle grades and high schools or a separate course offered mainly as an interest area?
- Is the program strongly supported by the administration and parents or is it being set up through the interest and concern of a teacher, parent or community volunteer?
- Will the course be taught by a foreign language specialist, classroom teacher or interested volunteer?
- Will textbook and supplementary materials be made available from the system or will the teacher have to depend solely on his or her own initiative and creativity?
- Is FLES to be system-wide, in one school or in one classroom?
- Is the program understood and supported by the majority of the elementary classroom teachers in the system or by only one or two?
- Will the FLES program involve all language skills and a study of culture, or will it be concerned primarily with the skills of listening and speaking?

In any FLES program, classroom teachers should be closely involved in the development of policies, goals, objectives, and expectations. Their support will make the FLES program a part of the elementary curriculum.

In general, there are two kinds of FLES programs: (1) a carefully sequenced and articulated program which begins to build language skills needed for fluency and the attitude toward other people and cultures required to live in a pluralistic society; (2) a program which introduces students to another language and culture, primarily as enrichment, and without regard to articulation with the program in grades 5-8.

Goals for both programs are similar. There is, however, much more attention given to skill building in the carefully articulated program.

Major FLES Goals

- To develop the skills of listening comprehension and speaking, using as content another language.
- To develop self-awareness through multicultural concepts.
- To develop a positive self-concept through language and culture learning experiences which extend students beyond their own environment.
- To develop positive feelings about people of other cultures.
- To develop self-discipline and independence in work habits through language and culture related activities.
- To develop better interpersonal skills through language and culture learning experiences which help students appreciate and accept feelings of others.
- To develop decision-making, problem-solving skills through activities relating foreign language to life-role skills.

General Activities

Activities should reflect the needs and interests of students in this age group. They should address the child's natural curiosity, collecting instincts, creativity. As much as possible the activities should interlock the foreign language with other subject areas.

Examples

- **art:** student produced symbolic representations, crafts
- **music:** folk songs, dances
- **physical education:** games and simple commands
- **social studies:** cultural units on general school life and daily activities of youngsters in the foreign culture, geography
- **mathematics:** measurement, counting, metric system
- **career awareness:** role playing of different professions in which skill in a second language is desirable; identification and discussion of such professions, discussions of different nationalities in U.S.A. and how each contributes to society.

The language success of a FLES program depends to a great degree on its careful articulation with the program in grades 5-8 (see section on Middle Grades). The curriculum design must include the vocabulary and grammatical patterns which will be the basis for further skill development (including reading and writing) in grades 5-8. The FLES teacher should be a specialist in the foreign language.

Techniques should stress affective learning processes, a variety of activities, flexible grouping, verbal and physical involvement. Each instructional unit should include a general goal, specific tasks, specific content, evaluative techniques and the time frame.

Although class time will vary, it is suggested that the following time design be considered in a K-4 program.

Kindergarten - twice weekly, 20 minutes each.

Grades 1-2 - twice weekly, 30 minutes each.

Grades 3-4 - three times weekly, 20-30 minutes each.

A FLES enrichment program may be placed in grades K-4 at any point. Although the goals of this program are the same as those in the sequenced and articulated program, there is not the same expectation of student achievement. In does not necessarily lead to sequential skill development nor need it be a separate area in the elementary curriculum.

The primary focus would be to enrich the pupil's background by providing general language practice in listening and speaking and some broad knowledge of the other culture. Class time and program duration may vary. Such an enrichment program is easily included in units on English language arts and social studies.

The FLES enrichment course may be taught by a foreign language specialist, college or high school foreign language students, an interested parent or a community volunteer.

Middle Grades (5-8)

Because of its interdisciplinary nature, foreign language study should be an essential part of the middle school student's academic experience. The program should reflect the characteristics of the middle grades curriculum—balance, articulation and flexibility.

Although the foreign language program for the middle grades must reflect the policies of the school system and the wide range of attitudes, interests and abilities of students, the goals of any language program at this level will be similar. Regardless of the type of program selected, there should be a written curriculum with appropriate objectives, tasks, content, activities and evaluative techniques. The program should be success-oriented and provide active language involvement through a variety of multisensory activities. All students should have daily exposure to the study of a second language and culture.

Major Foreign Language Goals for Middle Grades (5-8)

- To promote the active acquisition of communication skills—listening, speaking, reading, writing
- To develop self-awareness through multicultural concepts
- To develop a positive self-concept through language and culture learning experiences which extend students beyond their own environment
- To sensitize students to the pluralistic society in which they live, on both national and international levels
- To develop interpersonal skills through language and culture activities which help students relate to feelings and needs of others
- To develop decision-making, problem-solving skills through activities relating foreign language to life-role competencies
- To provide a variety of learning experiences which promote awareness, acceptance and understanding of linguistic and cultural differences
- To develop an awareness of ways in which skill in a second language can be used in leisure-time pursuits
- To develop an awareness and appreciation of the career opportunities available for persons with second language ability
- To develop self-discipline, independence in work habits and creative expression through language and culture activities

Because of the unique position of the middle grades, at least three different basic language programs might be developed. Each program should reflect the concepts of transition and diversity.

Program I is designed for students who have completed the K-4 foreign language study. The curriculum should have as its base, particularly in skill development, vocabulary, grammatical patterns and cultural

concepts, the K-4 sequence. The middle grades program should be carefully articulated with the secondary program in all language areas, including textbooks and other materials.

Program II begins formal second language training in the middle school rather than in grades K-4. It must provide the skill, vocabulary, grammar and culture base on which the secondary program will be established. This program should be open to all students who wish to study a second language.

In both Program I and II, objectives and tasks must be clearly defined, showing the transition and progression within the middle grades course of study. There should be maximum flexibility in scheduling patterns, instructional activities, resources and evaluative techniques. All processes and procedures should lead to the broadening of the student's educational background and stress the interdisciplinary focus of second language learning.

Students who complete the sequential language study in either Program I or Program II should be tested at the end of the eighth grade. The tests should be cooperatively designed by foreign language teachers from middle and high schools and test those student objectives which have been previously chosen.

Objectives for Program I and Program II should include, but not necessarily be limited to, the following.

The student will be able to

- discriminate between the sounds of English and those of the target language.
- differentiate among the sounds of the target language.
- correlate spoken sounds with corresponding symbols.
- recognize intonational patterns (commands, questions, statements).
- produce orally the significant sounds and intonation patterns of the foreign language.
- produce meaningful utterances in the target language.
- perform appropriate gestures.
- respond orally to visual and familiar spoken cues.
- relate sounds and meaning to the printed symbol.
- demonstrate comprehension after silent reading of familiar words and phrases.
- read aloud a familiar passage with appropriate intonation and correct pronunciation.
- write corresponding symbols for the sound heard.
- copy material with correct spelling, punctuation, capitalization and diacritical marking.
- write an appropriate response to familiar visual, oral and written cues.
- manipulate familiar structural patterns.
- write controlled sentences.
- identify countries and regions where the target language is spoken.
- recognize the meaning of and perform commonly used gestures.
- recognize and describe certain customs and contemporary cultural patterns such as those related to food, family life, education.
- identify careers in which ability in a second language is a required or highly desirable auxiliary skill.
- expand English vocabulary through the use of words and phrases of the foreign language found in English.
- demonstrate an understanding that individual and cultural differences exist, even within our own society.

A basic tenet of middle grades education is the provision of courses which encourage exploration and experimentation and which contribute to the broadening of the student's general education. Program III is the *exploratory* course.

An exploratory course is, by nature, highly flexible in terms of place in the curriculum, content, specific objectives. Most exploratory courses are of short duration (nine, twelve or eighteen weeks) and are not a part of sequential foreign language study. Such a course may be offered in addition to Program I or II, or it may be the only foreign language experience in the middle school. A school might also choose to offer more than one exploratory course.

Generally, foreign language exploratory courses are of two types.

(1) The multilanguage and multiculture course. Students are introduced to several languages and cultures, primarily those which have sequential programs at the secondary level. It is suggested that at least six to nine weeks of study be devoted to each language/culture. This enables students to have a much broader basis on which to make decisions about future language study and promotes cross-cultural understanding.

Major problems include finding foreign language specialists to teach the course and the budget for materials.

(2) The single-language course. Students study one language and culture for approximately nine to twelve weeks, or longer. Materials' cost is much lower; however, there is the criticism that students have no choice as to language studied.

School systems are encouraged to modify the two examples given to ensure the kind of course needed by their students. Other exploratory courses could include those on cross-cultural understanding, vocabulary development, language comparison.

General Goals of the Exploratory Course

- To provide language experiences for students, particularly in the skills of listening and speaking
- To provide motivation for continued language study
- To broaden the student's educational backgound through language development and cross-cultural awareness
- To foster good attitudes about other people through the interdisciplinary study of language and culture
- To give students a valid base on which to make decisions about future language study

The Secondary School Program (9-12)

A well-planned, comprehensive foreign language curriculum in the secondary schools provides flexibility and variety in course offerings and is responsive to community and student needs. It offers opportunities for all students to have a successful experience in some area of foreign language learning.

The traditional foreign language curriculum has often excluded some students because of ability requirements. Other factors such as course content, relevancy, student-teacher relationships and methodology have contributed to a serious rate of attrition in many foreign language programs.

Today's foreign language program is based on a framework of attainable objectives which relate to life-role skills, content relevant to student interest, varied activities and realistic evaluation. Such a program includes courses in the following categories.

- Short-term, nonsequential courses with no prerequisites
- Sequential, skill-building courses
- Short-term, nonsequential upper level courses

Short-term, Nonsequential Beginning Courses

The short-term, nonsequential beginning courses are designed for students of various ability groups and developed around high-interest topics. Because no provision is made for articulation with previous or

subsequent foreign language study, these courses are more concerned with enrichment than with skill building. Although approaches may vary, emphasis is usually placed on cultural awareness and conversational skills. English may be the vehicle of communication and more than one language and culture may be studied in the same course.

Goals

- To provide success-oriented experiences for all students regardless of previous language training or academic background
- To promote cross-cultural understanding
- To introduce basic language patterns through conversation
- To broaden a student's background in the humanities
- To provide students with a basis for making future choices concerning foreign language study
- To increase student awareness of careers in which foreign language ability is a required or desired skill

Sequential Courses

Sequential courses are designed to develop all language skills, an understanding of the structure of the language and insight into another way of life. A knowledge of the sound system (pronunciation, intonation, stress, rhythm), grammar, vocabulary and culture leads to meaningful communication.

Essential to this program are tasks chosen from the goals listed in Chapter I. The length of the sequence and number of tasks to be achieved at each level should be determined locally.

In course design, specific student objectives should be developed for each language skill, grammar and culture. These objectives form the "core" of that particular course. If the student can achieve them, he or she is ready to move to the next course in the sequence with some expectation of success.

Short-term Upper Level Courses

(See sample course outline in Appendix.)

Upper level foreign language courses can be as varied as the needs, interests and abilities of the students and teachers involved. They should be student-centered and include socio-cultural, aesthetic and literary content as well as grammar, linguistics and phonetics. All upper level courses should be taught in the target language and emphasize continued skill development.

Student input, community needs, mini-courses, team-teaching, peer instruction, learning packets, independent study and flexible scheduling should be considered in course design. These courses are nonsequential and may be selected by the student who has completed prerequisites determined by the local foreign language department.

Sample Topics

Teenagers and Leisure Time Activities	Cuisine
Social Customs	Music
Art and Architecture	Influences of Foreign Culture in U.S.
Modern Literature (Poetry, Short Story, Drama, Novel)	Contemporary Issues
Advanced Grammar	Communications Media
Conversation	Travel

Linguistics and Phonetics Business Skills

History

Such topics lend themselves well to mini-course or unit teaching. Major advantages of unit teaching within short-term, upper level courses include the following.

- The teacher and students are well aware of the specific objectives to be accomplished in a relatively short period of time.
- The topics reflect student needs, interests and abilities.
- The sequence can be easily altered or modified.
- Third and fourth year students may be taught in the same class session without difficulty or confusion.

To develop a mini-course or unit of study, do the following.

- Choose a theme or topic.
- Decide on the major goal(s).
- Select student tasks or performance objectives which
  a. lead toward achievement of the goal,
  b. focus on the four basic language skills,
  c. foster cross-cultural understanding and
  d. can be easily measured.
- Select the linguistic and cultural concepts to be taught.
- Make provisions for a variety of teaching strategies and management techniques. Have optional tasks so that students have choices.
- Select resources: print, nonprint, realia. Resources should provide both basic and enrichment information.
- Evaluate each task or objective. Use a variety of evaluating techniques.

Sample Unit: Conversational French Through Music (two weeks)

I. Major Goal

Students will study French pronunciation as exemplified in contemporary French music.

II. Objectives

The student will

- demonstrate an improvement in basic pronunciation skills.
- listen to a record or a tape of a song.
- read aloud the lyrics of a French song as if it were a poem.
- identify pronunciation differences in French songs as compared to normal French speech patterns.
- transcribe six songs (of student's choosing).
- research the history of two songs and report to the class.

III. Content

- Chants de Noël *Entre le boeuf et l'âne gris* *Il est né*
Les anges

- **Chansons Patriotiques**

La marche Lorraine
Le Roi Renaud de guerre revient
J'avions reçu commandement
Malbrough s'en va-t-en guerre
La Marseillaise
Chanson du capitaine
Le chant du depart
Le chant de la Liberation
La Butte Rouge

- **Chansons Populaires**

Au clair de la lune
En passant par la Lorraine
Il était une bergére
Les filles . . . moi j'aime ça
Loin de toi
Rien dans la nuit
Aux marchés du palais
A la claire fontaine
Auprès de ma blonde
Entre Paris et Saint Denis
La mère Michel
C'était plus fort que tout
Sans toi
Que c'est bon
L'alouette
Cadet Rouselle
Gai lou la, gai le rosier
Sur le pont d'Avignon
Bon vent ma jolie
J'ai un rendez-vous
Les Canuts

IV. Linguistic and cultural concepts

Linguistic

- pronunciation
- elision
- spelling
- vocabulary

Cultural

- France in the middle ages
- War in France
- Attitudes toward music
- Awareness and knowledge of singers such as Edith Piaf, Yves Montand, Maurice Chevalier, Charles Trenet, Lucienne Boyer, Fernandel, Sacha Distel

V. Activities

- Each day the students will learn to sing at least two new songs.
- Students will be taped singing a familiar French song the first day of class and the last day to check group improvement.
- Students will memorize two French songs of their choice which will be sung as a class.
- Each student will memorize one French song of his or her choice to be recited rather than sung.
- Students will compare the intonations in speech to the melodic progressions in music. They will discuss the possibility of understanding and sensing the meaning of a song in the same way as one can feel the mood of a conversation.
- Students will transcribe songs in order to practice listening and writing skills.
- Students will read lyrics, both individually and in groups.
- Each student will choose one French singer and research his or her life and singing style.
- Students will work in small groups to research historical settings and implication of songs.

VI. Evaluation

- Students must do six transcriptions of songs with 90 percent accuracy (3 per week).
- Students must recite one song of their choosing with proper pronunciation.
- Check lists of pronunciation sounds will be kept on each student. Monitoring will be done daily so that student understands pronunciation errors and can make efforts to correct them.
- Students will be able to identify at least five occasions when pronunciation is different because the word or sound is being sung rather than spoken.

VII. Resources

Records

- ***Chansons populaires de France***
Yves Montand
Monitor Records
413 West 50th St.
New York 19, NY

- ***Les filles. . .moi j'aime ça!***
Sacha Distel, RCA Victor

- ***Chants de Noël***

Chansons Patriotiques de France

Chansons Pour la Classe de Français
National Textbook Company
8259 Niles Center Rd.
Skokie, Ii. 60077

Sample Unit: ¡Vamos a comer! (Two Weeks)

I. Major Goal

To introduce students to Spanish and Spanish American cuisine and etiquette.

II. Objectives and Tasks

Students must be able to do the following.

- Recognize and name four popular Spanish dishes
- Recognize and list 10 commonly used foods (vegetables and fruits)
- Recognize and understand the use of 10 common condiments and other ingredients
- Describe (by listing ingredients and cooking methods) how to prepare four different recipes, two from Spain, two from Spanish America
- Place on a map the important wine-growing regions of Spain
- Demonstrate knowledge of table etiquette by performing a mini-drama based on a meal of student's choice
- List names and times of all meals in Spain
- List the most outstanding dish of each region in Spain and each country in Spanish America
- Cook a tortilla or tamale
- Prepare one soup from Spain or from Spanish America
- Develop a menu for a meal of their choosing from a country of their choosing
- Write a culture capsule, assimilator or mini-drama on Spanish or Spanish-American cuisine (Students may choose topic.)

III. Contents

- Differences in Spanish and Spanish-American cuisine. *Example: tortillas of Spain and Mexico*
- Regional differences in cuisine of Spain
- Recipes of a variety of dishes
Examples: paella, arroz con pollo, gazpacho, sangría, buñuelitos.
- Names and approximate times of meals

IV. Linguistic and cultural concepts

Linguistic	**Cultural**
vocabulary	History of Spanish and Spanish-American cooking
pronunciation	Major differences in Spanish and Spanish-American cooking
verbs: ser, pagar, pedir, querer	Etiquette
	Attitudes toward food, shopping, cooking, eating
	Dining in restaurants and cafes.

V. Activities

- Shopping and cooking
- Writing menus
- Researching information about typical dishes
- Listening to tapes on cuisine such as "Sal y sabor de la mesa"
- Performing mini-drama "En el restaurante"
- Crossword puzzles
- Culture assimilators and capsules

VI. Evaluation

Each objective will be evaluated; evaluation is already described in each objective.
There will also be multiple choice, true-false and short answer tests. One kind (10 minutes) will be given daily to help students review material learned previously.

VI. Resources

- 32,486 Part I: *Sal y sabor de la mesa: Spices and Flavors from the Table*. Georgia Department of Education Tape Library. Spanish version of Julia Child gourment - type cooking. Mouth watering analysis of typical dishes such as paella, gazpacho and cocido (stew), some conversation in Spanish.
- Dinhofer, Elisa and Al. *Chicos en la cocina - Kids in the Kitchen.*
- Norman, Barbara. *The Spanish Cookbook*. Bantam Books, Inc. Atheneum Publishers, 122 E. 42nd Street, New York, New York 10017 ($1.00)
- *Sunset Mexican Cookbook*, Lane Books, Menlo Park, California, 1969 ($2.00)

Chapter Three

Strategies

Strategies For Skill Development

The major trends in foreign language methodology have included

- grammar-translation which stresses structure, translating, reading, writing;
- the direct method, designed to give the student constant contact with the language, stresses vocabulary acquisition through dramatizations and word-picture associations;
- the audiolingual or linguistic approach, based on the belief that the memorization of basic sentences or "pattern practice" will establish proper language habits and
- a balanced all-skills approach with provisions for individual differences in learning with stress on communicative competence.

Because the teaching of foreign language involves a personal commitment and relies on the abilities and interests of the teacher, no one method or approach is singled out as being better. (See Foreign Language Attitude Survey for teachers in Appendix.)

In developing teaching strategies, the following items should be considered.

- A wide variety of resources and techniques should be used to motivate and facilitate student learning.
- The course and methodology should reflect the needs, interests and abilities of both teachers and students.
- There should be some balance in the teaching of the four basic skills (listening, speaking, reading, writing), depending on the objectives of a particular course.
- Language learning is complex. The affective and cognitive domains are equal in importance.
- Procedures and techniques involved in successful teaching depend upon careful examination and evaluation of goals and objectives.

Information may be obtained from

a. the current textbook and teacher's guide
b. other textbooks and guides
c. current literature on methodology
d. other teachers and consultants
e. methods courses in colleges and universities
f. professional meetings

There are many exciting techniques that may be used to teach the basic skills. Two excellent sources are

Allen, E. D. and Rebecca Valette. *Classroom Techniques: Foreign Language as a Second Language*, 1977. Harcourt, Brace, Jovanovich.

Finocchiaro, Mary and Michael Bonomo. *The Foreign Language Learner: A Guide for Teachers*. 1973. Regents Publishing Company.

Stages of Skill Development and Sample Activities

The acquisition of each language skill involves logical stages of development. Careful attention to each stage increases the possibility of success in achieving language objectives and goals. The activities listed in this guide are representative of many that can be used. Some can be used for the development of more than one skill and lead toward the attainment of several objectives.

Listening
Stage I—Discrimination

In developing listening skill, the student must first learn to hear, recognize and distinguish sounds, individual words, word grouping and intonation patterns.

Sample Activities

- **Word contrasting with English and the target language.** Students indicate which word is in the foreign language, either by raising the hand or by writing 1 or 2 on paper.

Examples

German	Spanish	French
man-Mann	lay-le	met-mette
house-Haus	ray-rey	say-ces
knocked-Nacht	day-de	mill-mille

- **Rhyme.** The student hears two words. He decides whether or not the words rhyme.

Examples

Spanish	French	German
alma	ville	Vater
calma	mille	Kater
hola	fille	Vater
olé	mille	Vetter

- **Transcription.** Students hear a series of sentences (dialogue or paragraph) read. Each sentence is repeated 3-5 times. Students write exactly what they think they hear. By using a transparency and the overhead projector, the teacher can show the corrected version, one sentence at a time. The student corrects spelling and punctuation. After reading aloud, the student retakes the transcription. Students should have the opportunity to transcribe until they have reproduced the sentences perfectly.

  Suggestions

  - Tape the transcription so that it can be saved and used again.
  - Keep the transparencies on file for the same purpose.
  - If no overhead projector is available, the correct sentences can be put on the chalkboard, or students can use their textbooks.

  Note: This activity is highly recommended because it helps develop all four basic skills.

- Because stress, accent and intonation in other languages differ from English, students need to be taught to recognize and produce appropriate stress and intonational patterns in the language they are studying.

  A. **Stress.** Students are given a list of words in the foreign language. As the words are read aloud by the teacher, or heard on a tape, students underline the stressed syllable.

  B. **Intonation.** Students listen to statements, questions and commands in the foreign language. They indicate the intonational pattern heard by writing a period, question mark or exclamation point.

Stage II—Comprehension

Students learn to associate meanings with the sounds they hear. Comprehension varies from recognition of the simple and familiar (vocabulary and structure) to the more complex and unfamiliar.

Sample Activities

- **Familiar material.** Students listen to passages composed of familiar vocabulary and structures.
  A. They answer the questions who, what, when, where, how.
  B. They hear statements read about the passage and write true or false.
- **More complex material.** Students listen to other passages that are increasingly more complex.
  A. After listening to a passage, students select a correct response from alternatives presented.
  B. They provide a title for the passage.

- **Recorded information.** Students listen to recorded information or watch films. Postdiscussion gives an indication of comprehension.

Stage III—Inference

As students gradually improve their skill in understanding what is heard, they become more familiar with the language and begin to anticipate and remember content. They can infer meaning of words in context even when the literal meaning is not known, "guess" results or come to conclusions based on what they have heard.

Sample Activities

- **Stories or radio broadcasts.** Students listen to stories or radio broadcasts composed of familiar material. They re-tell the information or answer comprehension questions on the content.
- **Games.** Students play guessing games such as
  A. **gossip.** Students hear certain "facts" about a person or situation. Students must draw their own conclusion based on what is heard.
  B. **eavesdropping.** One group of students talks about a person or situation. They establish the fact that a problem exists. Other students listening decide what the problem is and discuss several possible solutions.
- **Native speakers.** Student contact with native speakers is desirable at all stages and helps in the development of listening and speaking skills. Contact may be either formal (in class) or informal (outside of class in social or business environment).

Speaking

Stage I—Pronunciation, stress, intonation, guided conversation

Developing the speaking skill is very demanding on both teachers and students. Students will not learn to speak simply by listening; sufficient time must be provided to encourage and force speaking in the target language.

In the first stage, students learn to repeat what they have heard with adequate pronunciation, stress and intonation. Students should be given the opportunity to imitate the sounds of native voices.

Sample Activities

- **Sentence and dialogue repetition.** This is probably the most popular way to begin teaching the speaking of a foreign language. Students listen and repeat exactly what they hear.
- **Gestures.** Because people speak in a body language as well, it is important that students learn to recognize the gestures that are common to the language they are studying. They should practice the gestures associated with greetings and leave-takings each time they repeat such phrases.
- **The cue sheet.** This technique is invaluable for teaching both listening and speaking skills. A cue sheet is composed of a series of pictures that represent a dialogue or tell a story. One picture represents one line of dialogue. There is no writing on the cue sheet. A sample is given in the appendix.

  Process
  A. The teacher (or an advanced student) familiarizes the students with the content in English.
  B. Names of characters on the cue sheet are pronounced by the students.
  C. Each sentence is taught until students can "read" the pictures.
  D. Students retell the story.

  Uses
  A. Listening comprehension
  B. Imitation of basic sentences
  C. Role-playing by students
  D. Retelling of the story by students
  E. Creation of new or different stories by students

- **Directed dialogue.** Students need to know exactly what is expected in this activity.

  Process

  A. Teach the basic question.
  B. Teach the basic answer.
  C. Practice.
     Example: Charles, do you have a pen? No, but I have a pencil.
     After students repeat this drill successfully, continue with directed dialogue techniques.
  D. Explain and give plenty of practice on the directed question, "Mary, ask Adam if he has a pen".
  E. Explain and practice the directed response, "Adam, tell Mary that you don't have a pen, but a pencil."
  F. After class practice, Adam says, "No, but I have a pencil."
  G. Use a chain drill for practice.

- **Other guided techniques**
  A. Teachers can use question words to stimulate conversation.
  - Who is it?
  - What is she doing?
  - Why is she doing it?
  - Where is she going?
  - When is she going?

  B. Role playing with specially created situations.
  C. Games: 20 Questions, What's My Line
  D. Telephone talk. Students talk on subjects already prepared and discussed.
  E. Once upon a time there was a boy who . . .
  F. If I were an animal, I would like to be . . .
  G. Self-portrait in words.
  H. My favorite color is . . .

Stage II—Free and spontaneous conversation

Sample Activities

- **Discussion groups.** Topics should be given the day before so that students can study necessary vocabulary and structure.
- **Interviews.** Students interview other students who pretend to be visitors from another country or well-known people in the news.
- **Panel discussions or debates on reading selections.**
- **High interest level topics:** current events, sports.

Reading

According to Mary Finocchiaro and Michael Bonomi, there are six principal responsibilities in developing reading skills.

- The experiences of students should be extended and broadened so that cultural allusions and situations will be understood.
- Both the sound and meanings of new vocabulary must be taught.
- The sound-symbol correspondences must be taught.
- The structures must be explained.
- Comprehension skills have to be developed.
- Reading speed must be increased.*

*Finocchiaro, Mary and Michael Bonomo. *The Foreign Language Learner: A Guide For Teachers*, Regents Publishing Company, Inc., New York, 1973.

The reading skill must be taught. Students do not automatically read as a follow-up to listening and speaking. Teaching this skill can be time consuming and occasionally laborious, but it must be done if students are to develop real ability in reading.

Extending the experiences of students is done with the systematic inclusion of cultural information appropriate to the reading content. It is accomplished through oral presentations, extended reading, and other cultural activities (see discussion on techniques for including culture in the foreign language classroom).

Vocabulary should be taught first so that reading will be less frustrating. Oral drills, cognates, prefixes, visuals, guessing games, simple questions and answers may be used. Reading the words they have learned to say gives students practice in the first stage of reading: sound-symbol correspondence.

Stage I—Sound-symbol correspondence

Sample Activities

- **Transcription.** See description under Listening: Stage I, number 3. This technique is one of the most valid for teaching the beginning reading stage because it stresses the relationship between sound and the written symbol.
- **The Alphabet.** In some languages, students need to learn and practice orally the sounds of individual letters and combinations of letters.
- **Reading aloud.** Students should read individually and in chorus to practice pronunciation, stress and intonation.

Stage II—Literal meaning

The literal meaning. Students must first recognize the basic, literal meaning of each word. They must be able to assign meaning to the printed symbol, and recognize and understand the relationships found among words (structure). Finally, they must retain enough of the information so that they can answer questions on content or retell the situation.

Sample Activities

- **Main idea**
  A. Students read the selection and describe in oral or written form the main idea found in the passage.
  B. Students select from a list of sentences one that best expresses the main idea of a reading selection.

- **Title**
  Students select a title from a list or give one of their own choosing to a reading passage.

- **Topic or character description**
  Students list or underline words that give the topic of a paragraph or that best describe a character discussed in the selection.

- **Silent reading**
  Students read a passage silently as they hear it read on a tape. Simple questions are asked: who, what, when, where, how. The selection is reread, students reading for comprehension without looking up any words. The selection is read a third time, but students are allowed to look up meanings of words and request explanation of various structures. A fourth "silent" reading is done. This rapid, silent reading ensures reading for comprehension and not for translation.

- **Recombination exercises**
  Students first read passages of recombined familiar material. Later, unfamiliar words and structures are included and students are encouraged to "guess" meaning through context.

- **Cultural readings**
  Simple passages, poems, articles can be read, using techniques described in *silent reading*. Students should be encouraged to read for both speed and comprehension. Occasionally, these reading activities should be timed and students given a definite purpose for reading the particular section.

Stage III—Inference, creativity, pleasure

Students at this level can infer meaning and relate the content to their own emotions.

Sample Activities

- **Reading for pleasure**
  Students choose their own selections and make oral reports to the class.
- **Inference**
  This skill must be taught through the careful questioning of the teacher.
  A. Why do you think John wants to go to the party?
  B. Is John a happy person?
  C. Do you think that John and Mary will enjoy their trip to Germany?
  D. Do the people described in this selection like North Americans?
  E. According to this passage, is there much poverty in this area?
- **Analysis**
  As students develop their reading skill, they read more complex material. They begin to recognize and analyze an author's style and relate content to their own experiences.

  Sample questions to encourage recognizing style and effectiveness
  A. What is the point of view of the author?
  B. Is the passage written subjectively or objectively?
  C. Is this adjective used in a literal or figurative sense?
  D. What techniques does the author use to develop feeling of sadness?
  E. How does the author encourage sympathy for the old man?
  F. Is there irony in the last paragraph?

Writing
Stage I—Transcription, Copying, Dictation

Sample Activities

- **Transcription.** See explanation of this technique under *Listening: Stage I*. This is one of the best activities to teach simple writing. After the student has mastered the transcription of the material, he copies it. Later, it is assigned as dictation.
- **Dictation.**
  A. The passage is read in its entirety.
  B. The sentence is read in its entirety.
  C. The sentence is read in breath groups.
  D. The sentence is reread in its entirety.
  E. After all sentences have been read, the passage is read once more as students check their writing.

Stage II—Controlled writing

Sample Activities

- **Line drawings and other visual cues.** Students respond in writing to pictures. Example: The cue sheet (See description under Speaking: Stage I, 3). The cue sheet is distributed to students who write the familiar sentences under the picture.

- **Scrambled sentences.** Students put the sentences in the correct order.
  Examples:
  Spanish: tiene azules Esperanza dos vestidos.
  French: une lettre écrivons notre à nous oncle.
  German: und nett ist der intelligent Mann.

- **Question words.** Students are given the question words *who, what, where, when, how* and told to develop a simple paragraph answering the questions.
  Example
  Alice is a North American. She likes to travel. She is going to Colombia in September. She is going to fly.

- **Topic sentence and questions.** Students are given a topic sentence and guided questions. They are to write a paragraph answering the questions.

- **Other guided techniques**
  A. Change a narrative into dialogue and dialogue into a narrative
  B. Change the tense from present to past
  C. Change the person telling the story from first to third

Stage III—Original and creative writing

Sample Activities

- **Writing letters**

- **A class newspaper.** Assign editors, reporters, proof readers, photographers. Publish the paper every four weeks or twice a quarter.

- **Poetry, drama, essays**

Examples for poetry

Formula for "diamond" poetry (Note that certain structural changes may need to be made in order to keep the language correct.)

- **Write one noun.**
- **Write two adjectives which describe the noun.**
- **Write three present participles.**
- **Write four nouns related in some way to the first noun.**
- **Write three present participles which change, expand or develop the first noun.**
- **Write two more adjectives that describe the noun in its changed or expanded form.**
- **Write either the same noun as the first one or a noun which is the opposite.**

Examples below were written by 1980 Governor's Honors Teachers Jerry Bennett (French), Bob McCormick (German), and Irma Boltman (Spanish).

French

Fille
mignonne, intelligente
rire, chanter, pleurer
amies—parents, garçons—école
travailler, se marier, sacrifier
bonne, accueillante
grand-mère!!

German

Schüler
brav, jung
lesen, fragen, lernen
Bücher, Bleistift, Kuli, Etui
sprechen, screiben, verstehen
intelligent, alt
Student

Spanish

Tarea
difícil, aburrida
estudiando, leyendo, pensando
libro, papel—profesor, palabras
entendiendo, aprendiendo, descubriendo
interesante, fácil
tarea.

Formula for W^5 poems

- Choose a topic.
- Using the words *who, what, where, when, why*, in any order, write a phrase which answers each question word. Put each phrase on a separate line.

French

Patience
Petit chien
attend tout seul
devant l'école
depuis midi
la cloche va sonner!

German

Der Schüler
lernt Deutsch
in der Klasse
jeden Tag für eine Stunde
um nach Deutschland zu fahren

Spanish

Lluvia
Agua
cayendo
en los campos
la mañana de un sábado
¡para disfrutar de mi cama
unas horas más!

In Stage III, whenever possible, encourage students to approach writing activities creatively by choosing both *what* and *how* they wish to write. Although this is a period of greater personal interpretation and response, students need direction and supervision to prevent frustration and to insure proper use of language.

Strategies for Teaching Culture

The very act of teaching language implies the teaching of culture since language is a part, perhaps the most basic part, of the culture. Because the vast amount of cultural information available can lead to confusion and misconceptions, it is recommended that teachers

- review and choose the cultural concepts which best match the language concepts to be learned. For example, first level students customarily learn the language associated with personal activities, family, friends, leisure-time activities, education. Cultural concepts might include names, greetings, family relationships, dating, sports. Gestures, when appropriate, should also be taught.
- integrate cultural information as a natural part of language learning, rather than as a separate cultural lesson. There should be a natural interweaving of the two.
- select and organize systematically the cultural concepts to be taught so that the same facts are not presented from level to level.
- check cultural content for authenticity to avoid cliches, stereotypes and distortions. Students must first be made aware that, because people are individuals, their customs, values and behaviors may differ according to age, sex, education, place of residence and financial and social standing.

- maintain a wise teaching balance between the daily life of a people and their civilization in order to promote sensitivity to the present and future as well as to the past.

Techniques for including culture in the classroom will range from simple statements about the target culture to more complex, student-centered activities. The techniques listed here are samples of what might be done by teachers and students.

Map Study

Map study is particularly important and popular in first year classes and in exploratory courses. It helps students place people in their native locations and understand the importance of geography in the development of both language and culture.

Films, Filmstrips, Slides

These visual representations of culture should be carefully selected to be certain that they are authentic and not stereortyped. Students should be taught to study such material and search for cultural clues. Techniques for teaching a film follow.

- Preview the film and make notes about vocabulary, content and cultural facts. Prepare simple yes-no questions for the first showing and more in-depth questions on content, culture and language for the second showing.
- Talk about the film with the students before the first showing. Explain difficult vocabulary and use new words in sentences. Ask questions that will lead toward recognition of certain cultural points.
- Additional work might include a silent showing of the film or segments while students talk in the target language about the scenes. Students can dramatize a simplified version, retell the story or write a critique. Advanced-level students can study a film and prepare materials for use with the film in lower-level classes.

Culture Capsule

The culture capsule is 5-15 minutes of organized cultural information that is presented by the teacher or by a student. This information is based on a cultural difference or contrast. It should be done in the target language with many visuals. Topics for culture capsules include cuisine, education, etiquette, music, geography, sports.

There should be follow-up questions, discussions or methods of evaluation. (Sample format with topics is in appendix.)

Culture Cluster

A series of culture capsules based on one broad topic forms a cluster. Each capsule is presented according to a planned schedule. After the final capsule in the series is presented, a culminating and creative activity is planned for students. A culture cluster involving cuisine might include capsules on the following.

- Table manners
- Regional dishes
- Recipes and cooking techniques

The culminating activity could be a visit to a restaurant specializing in the foreign fare or the preparation by students of certain dishes and the bringing of them to class. A third possibility is a dinner prepared by the class for students, teachers and visitors.

Culture Assimilator

In this student-centered technique, a paragraph describes a situation in which members of two cultures have a misunderstanding. The paragraph stops when the point of conflict is reached. Four possible solutions are suggested to the student. All are reasonable, but only one is the true explanation of why the people in the situation act as they do. After choosing a solution, the student turns to an attached page (one page is provided for each solution) to check the answer. If the student chooses the wrong answer, he or she reads an explanation of why the choice is wrong. The student is told to reread the information paragraph and select another alternative. Topic examples are attitudes toward time, animals, manual labor, money, religion. (A sample is provided in the appendix.)

Mini-Drama

Like the culture assimilator, the mini-drama is based on a possible cause of cultural conflict. Students act out a scene in which representatives of two cultures have trouble understanding each other because of cultural differences. When the point of conflict is reached, the action stops and students discuss possible reasons for the problem. Several cultural points can be discussed. Topics similar to those listed under Culture Assimilator can be used.

Audiomotor Unit

This technique involves the skills of listening comprehension and cultural understanding. It is based on a grammatical point, the command.

The audiomotor unit is composed of a series of recorded oral commands, usually built around a cultural theme. Students first listen to the commands and watch the teacher demonstrate them.

The taped commands are replayed and students act them out. After students have worked with the commands and understand the content, the cultural differences are pointed out and discussed.

To test listening comprehension, the commands may be given in another order by the teacher. If students can perform them correctly, understanding is shown. Students may also be required to give the commands, thus stressing their own speaking skills. (A sample is provided in the appendix).

Creative Activities

These student-centered activities lead toward cultural awareness and knowledge. They may be done by individuals, small groups or as class or club projects.

- *Recipe Books*

Recipes and their illustrations should reflect foreign culture.

- *Scrapbooks*

These might include samples of current events, famous sayings, holiday celebrations, poetry, snapshots, customs, drawings, celebrities.

- *Maps*

Map study could be expanded to show location of wine and cheese districts, monuments and homes of famous artists, musicians, writers, scientists, sports figures.

- *Posters*

Posters should be visual displays of the foreign culture. Topics should be carefully chosen so the poster becomes a culminating description of the student research.

- *Music*

Vocal and instrumental music and dance are active representations of the foreign culture.

- *Folklore*

Stories, customs, songs, costumes, are all part of the folklore of a nation. Their study is one of the most intimate ways for students to get involved with another culture.

Partial Bibliography for Teaching Culture

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- "Let Students Learn Through Simulating Scenes" by Betsy Meade.
- "Readings to Fill Cultural Gaps" by Dr. Genelle Morain.
- "Games Can Score Points in Teaching, Varying Routine" by Dr. T. B. Kalivoda.

The Georgia Foreign Language BEACON, Winter-Spring, 1973

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Evaluation

Consistent and continuous appraisal should be made of the foreign language program and of student progress. Proper use of evaluation leads to the establishment of the basic core of language (skills, concepts, content, knowledge) which must be learned by students and to the valid modification of course content, methods and materials by the teacher.

Because of the complexity of evaluation, it is strongly recommended that teachers attend professional meetings and read current literature to be aware of all aspects of language teaching and testing. The following materials should be part of the professional library.

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The core of learning which must be tested is composed of all the tasks required of students to meet the stated course objectives. Each task must be evaluated in terms of the time needed to complete the activity and the level of acceptability required. Evaluation of tasks should allow for individual differences and provide options such as contracts, papers, projects, in addition to more traditional formal and informal ways of testing. Course outlines which list objectives and tasks required to meet each objective may have a modicum of "built-in" evaluation.

Objective
After a unit on writing, the student will be able to write an appropriate response to familiar visual, oral and written cues.

Tasks
The student will be able to

- answer a business or personal letter using all proper forms of letter writing in the foreign language.
- write a description of a picture (at least five sentences with no more than five mistakes).

- complete an application for a job in the foreign language with no more than two mistakes.
- answer in complete sentences the questions, who, what, when, where, on material heard or read.

This is, of course, not enough for proper evaluation. The teacher must still decide how long students will have to complete the task, whether choices will be given, whether the evaluation will be formal or informal, whether the tasks can be done in or out of class and whether textbooks or other resources can be used.

Formal evaluation should include a variety of testing techniques and cover only that which has been taught. Such testing should help teachers evaluate foreign language programs as well as each student's progress. Curriculum modification, in terms of content, materials and teaching strategies, should be based, in part, on formal test data.

Informal evaluation, particularly in the first two years of skill acquisition, should be done daily, if possible. Creative use of games, charts, mini-dramas, and other language related activities can make informal testing both simple and fun for students; at the same time, it provides valuable data for teachers. Almost every teaching strategy can be used as a testing strategy.

Example (Informal testing)

Vocabulary testing

- Choose one student to read aloud the lesson nouns in the target language. Other students make rough sketches to illustrate each word. The sketches may be done on the chalkboard (one-word-one sketch per student) or on paper (each student illustrates all of the words).
- Students work in pairs to describe a picture, using as many vocabulary words (from one or more lessons) as possible.
- Groups of four or five words are given in the target language. The student marks the one that does not belong in the group. Example: airplane, car, desk, train

Pronunciation Testing

The pronunciation chart should be developed at the beginning of the year, particularly for first year students, and used for one week at a time. Note that in Sample I the evaluation topic is listed as well as the student's name, date and grade. Students may be tested in the regular classroom setting, either on reading selections, in monologues or in conversations. Additional testing may also be done in the language laboratory or in listening/repeating/speaking centers.

Sample I

Weekly Pronunciation Chart

Student	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Summary
	vowels a and e	consonants d and b	plurals	vowel i	word grouping	
Anne	3	3	2	3	4	3 must work with tape
John	2	2	2	2	2	2
Will	1	1	0	1	1	1
Leigh	1	0	1	1	0	1
Virginia	4	4	2	3	4	4 must [illegible]
Tom	2	2	1	2	1	2
Valerie	1	1	2	2	2	2

Sample I — Continued

Weekly Pronunciation Chart

Student	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Summary
	vowels a and e	consonants d and b	plurals	vowel i	word grouping	
Mary	3	3	3	3	3	3 needs extra practice
Jason	4	4	6	5	5	5 after school conference
Daniel	3	3	4	3	4	3 needs extra practice
Rachel	3	2	2	3	3	3 needs extra practice
Julie	2	2	2	2	1	2

Grading System

0 - no mistakes, native quality
1 - nearly perfect
2 - good
3 - average
4 - fair/poor
5 - not acceptable
6 - no answer

Sample II uses the grading system; however, several grades may be given during the lesson or during the week. No specific sounds are tested, necessarily. Students are graded when they read aloud, answer questions or use the spoken language in other ways.

Sample II

Weekly Pronunciation Chart

Caroline 1, 1, 3, 2	Bill 2, 3, 2, 3	Betty 2, 2, 2	Jim 5, 5, 5, 6
Louis 2, 2, 2	Greg 1, 2, 1, 1	Ed 3, 2, 2	Kathy 4, 4, 4
Ann 4, 5, 5, 6	Charles 3, 3, 3, 3,	Tom 1, 1, 1, 1	Clare 2, 2, 1, 1
Mary 1, 1, 1, 1	Frank 2, 2, 2, 1	Susan 0, 1, 1, 1,	Wanda 1, 1, 0, 1
Charlotte 2, 2, 3, 2	Sandra 0, 0, 0, 1	Virginia 0, 0, 0, 1	Ruth 4, 4, 3, 3
Sam 4, 4, 3, 3	Louise 3, 3, 3, 3	Sarah 2, 2, 2, 2	Tony 3, 2, 2, 3
Joe 1, 1, 1, 2	Jean 6, 6, 5, 5	Martha 3, 3, 2, 2, 2	Frances 2, 2, 2, 2

Date _____ **Notes:** Ann needs special work on all vowels.
Jean needs special work on all vowels.

Strategies for Classroom and Curriculum Management

Learning Centers

A learning center is an area of the classroom which contains activities, materials and equipment to teach, reinforce or enrich a language/culture skill or concept. In the foreign language class, the management system may revolve around learning centers or the learning center may be only one activity within a broader management scheme.

In classrooms which have learning centers as their base of operation, students should know the following.

- What is expected of them.
- When the work is to be completed.
- How many centers per week they are to complete.
- Which centers they must attend.
- Which centers may be chosen.
- The classroom organizational pattern which tells them when to use the learning center.

Examples of learning centers in the foreign language classroom

- Grammar Center (verb charts, limited translation, word order, question/answer drillings, completion and substitution exercises, tense and person changes)
- Music Center (records, tapes, reading materials, composition)
- Pronunciation Center (tapes, recorder, oral exercises)
- Reading Center
- Writing Center
- Listening Center
- Gesture Center
- Game Center
- Culture Center
- Art Center

Basic necessities for a center

- Multimedia materials to support the topic, theme, concept or skill (slides, filmstrips, books, records, newspapers, culture assimilators)
- Objectives and tasks for each center
- Attractive and well-organized materials and activities (The order of completing activities should be clearly described.)
- A realistic method of evaluation

Student notebook
Checklists
Quizzes
Products (worksheets, answer sheets, written reports)
Tapes

A management system of learning centers is particularly valuable in foreign language classrooms which have more than one level of language taught in the same time period.

Sample Organization (Pattern I)

Description: Class of 10 students (six in third year and four in fourth year). This use of centers is planned for majority time use in the classroom. Students are paired for work.
On Monday students are given a list of assignments that are to be completed during the week. Assignments may be checked by the teacher at any time during the week, but *all* must be checked by Friday.
Assignments may be given in the following centers.

- Conversation Center—15 minutes of conversation based on one of four listed topics

- Reading and Writing Center (Particular asssignments are given which may be read in or out of class.) Examples for third year might be
  a. read pages 113-114 of the text and answer questions in writing on page 115.
  b. read an article from a magazine of your choosing and write a two paragraph critique.
  c. read four poems by a poet in one of the third year books. Describe in writing your favorite. Describe your least favorite. Give a prose explanation of the other two.
  d. read the short story assigned for discussion in class on Friday.
- Culture Center—Write and present one culture assimilator based on a topic that has been studied.
- Grammar Center—Do grammar sections A, B, C in Chapter 6.

Assignments of this nature give individual practice in all of the basic skills. Students may work in pairs on *each* item.

A typical class period might be organized in the following manner.

9:00—9:15	Total group work with third year students, teacher directed. Assignments are made, grammar explanations are given, etc.
9:15—9:45	Third year students are paired and work on assignments by choice. Some are conversing; two may be listening to a record; two may be working with verbs sheets.
	The teacher is a resource person, giving help when needed.
9:00—9:30	Fourth year students work on assignments.
9:30—9:45	Total group work with fourth year students, teacher directed.
9:45—9:55	Total group work (third and fourth year). This might be a question/answer period, a brief cultural or conversational presentation by one group to the others, a song, game, etc.

Sample Organization (Pattern II)

This second use of centers is planned for days when the teacher is testing oral competency. If some students are reading individually or performing in skits, other students may be grouped or paired and assigned to centers. Students are given their assignments and work until they are called on to participate in the oral evaluation.

Description: Class of 21 students (second year)

Division of students (three in each of seven groups)
Team A (oral evaluation)
Team B (listening center)
Team C (culture center)
Team D (grammar center)
Team E (reading center)
Team F (writing center)
Team G (game center)

When Team A has been tested, they go to Team B's center and Team B reports to the teacher for oral evaluation. Team B goes to Team C's center after oral evaluation, etc. As teams complete the centers, they may swap to be sure each student works in as many centers as possible.

Individualized Instruction

The basic tenet of individualized instruction is to allow each student to progress at his or her own optimum rate. Teachers who plan to individualize their language programs should review the following guidelines

- Objectives and tasks must be carefully developed to insure the practice of communication skills as well as the mastery of structure, vocabulary and culture.
- There must be a variety of activities which leads to attainment of each objective so that students may choose activities which best meet their needs and abilities.
- Time should be allotted for small group work. Individualized instruction does not mean independent study, although it may include it.
- Both pre- and posttesting should be done. Pretesting indicates whether the student already has satisfactory mastery of the skill or knowledge. It also points out the strengths and weaknesses of the student's present performance. Posttesting should be done, as much as possible, when the student is ready to be tested. The teacher should set practical time limits. In both pre- and posttesting, the level of acceptability should be described so that students know when they can move to another level, center or packet.
- There must be flexible scheduling within controlled time limits. In order to progress at the optimum rate, students need both flexibility and structure.
- The extent of credit for individual student achievement should be decided by the school system before the individualized program is implemented. Students and parents should understand that the awarding of credits is on an individualized basis.
- Each student should, with teacher guidance, choose the objectives which best meet his or her needs, help plan the curriculum to achieve the objectives and understand clearly the nature of the task.
- Records must be maintained continuously.
- Students must be made aware of their roles and responsibilities in an individualized program.

In most individualized programs, use is made of independent study packets and contracts. The independent study packet needs all of the components necessary to make it a self-teaching unit. These include

major purpose, goal or rationale,

specific performance objectives,

pretest,

content,

choice of many activities to meet the objectives,

choice of many learning resources,

posttest.

Such units may include games, puzzles, drills and be focused on an area such as culture, structure, skill development, vocabulary, idioms, careers. Students should know exactly what is expected of them, how and when the activity is to be completed. Each activity should include some form of self-evaluation such as checklists, open-response items, demonstrations, products.

Advantages of an independent unit include increased motivation for learning, identification of individual learning styles, development of self-discipline and decision-making abilities. Because students work on their own academic level under self-imposed restrictions, they recognize their own strengths and weaknesses and accept responsibility for learning.

A contract is a written agreement between a student and a teacher that delineates the tasks to be performed by the student. Contracts vary in style and content, but always represent a commitment on the part of the student and teacher. In some cases, a student contracts for a particular grade by agreeing to complete the established core and other supplementary activities. Contracts may be for a small portion of work or for a longer period, such as quarter or semester.

Although contracts should be honored by both parties, they should also be negotiable in case of unforseen problems. Careful thought and consideration should be given to the organization, content and time limit of the contract.

Before forming an individualized foreign language program, it is suggested that teachers read a variety of material on this topic.

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Grouping

Grouping is an essential part of good classroom management in both traditional and individualized classrooms. Experiences growing out of this technique provide unique opportunities for social and mental growth. Provisions should be made to group students both homogeneously and heterogeneously. Suggestions for grouping.

- Group according to need, interest or ability.
- Change the make-up of the group periodically.
- Vary the size of groups from two to 10.
- Develop a variety of activities for use with various groups. Have more small-group activities than large-group activities.
- Encourage students to move from small-group to independent projects.
- Designate group leaders and be certain they understand their roles and responsibilities.
- Let students set their own objectives within a stated time limit.
- Evaluate progress on a regular basis.
- Keep records.
- Grouping activities may be teacher-centered or student-led. Examples of large group activities are lectures, singing, films, student presentations and demonstrations. Small group (3-10) activities include conversations, mini-dramas, reading selections, games, discussions.

Interdisciplinary Course/Humanities/Cross-Subject Teaching and Credit

Georgia Board of Education Policy IHF which addresses high school graduation requirements states clearly in its rationale that " . . . quality secondary school programs which promote personal development, academic growth and career preparation . . . are to be based on a broad, flexible curriculum which addresses each student's needs, interests and abilities."

In order to provide additional flexibility in the curriculum, it is suggested that teachers and administrators review the following suggestions and consider them as viable curricular options for students.

- The basic component of foreign language study is the acquisition of the basic language skills of listening, speaking, reading and writing. **The skills are the same in any language; only the content is different.** Third and fourth year foreign language classes usually involve the study of literature (short story, poetry, drama) and continued development of all language skills.

Option

School systems which require four units in language arts for graduation (the state of Georgia requires three) should let the third or fourth year of a foreign language substitute for the fourth year language arts requirement.

- School systems offering at least four years of study in a foreign language should provide courses in social studies, language development, music or art history in which the foreign language is the mode of communication. Objectives, tasks and content should be developed cooperatively by members of the foreign language department and members of the other concerned department (social studies, language arts, etc.). The student should have the option of receiving credit in the department of his or her choice.
- School systems which offer general humanities courses should include, at a minimum, a unit on a foreign language and culture. Language study is an integral element in the humanities; it is the natural vehicle to carry students into the study of mankind. Indeed, an entire humanities course can be built around a second language and culture. The linguistic and cultural analysis which is a natural outgrowth of such a course provides a depth and breadth of human understanding which can be achieved in no other way.

Beyond the Classroom

- Independent study is an essential part of the foreign language curriculum, particularly if few students are enrolled in advanced language classes. It is suggested that the foreign language teacher and learner

develop together the best possible course of study. Some possibilities, in addition to the study of literature and language are

joint enrollment in a college or university foreign language class,

setting up a FLES program with the high school student acting as the foreign language teacher,

peer instruction in beginning language classes

- Community resources are vital to strengthening foreign language classroom offerings. A survey should be made annually to find out names of native speakers who might talk with students. Students in advanced classes should be encouraged to list their own names, addresses and telephone numbers so that they may be used as resource personnel by the Chamber of Commerce, hotels, restaurants, churches, civic organizations, etc., when foreign visitors are in town.

- Whenever possible, field trips should be a part of the language program. Visits to cultural arts programs, museums, restaurants, businesses help insure that students will consider communicative ability in a second language a highly desirable life-role skill.

- Students should be encouraged to enter language contests on national, state and local levels. The national associations such as those listed here sponsor annual contests for students.

American Association of Teachers of French (AATF)

American Association of Teachers of Spanish and Portuguese (AATSP)

American Association of Teachers of German (AATG)

American Association of Teachers of Slavic and East European Languages (AATSEEL)

American Classical League

On the state level the Foreign Language Association of Georgia (FLAG) holds special contests for language students. Some colleges and universities in the state also sponsor contests or other activities. Such contests and activities are publicized at the FLAG meetings and in correspondence. Contact the state foreign language consultant or other foreign language teachers for appropriate names and addresses or information on current activities.

- Activites on the local level should establish foreign language credibility and need in the community and in the school. Such activities might include the following.

Foreign language clubs
Guest speakers
Dinner at foreign food restaurants
Celebrations of target culture holidays
Student research and display projects
Treasure hunts
Performances on radio and television
International clubs
Preparing foreign foods
Foreign menus for cafeteria
Skits and plays
Musical programs, folk dances
Sponsor-a-child programs
Pen pals and tape exchanges

Chapter Four

Career Education

Foreign Language—Career Education

Foreign language study has traditionally been an integral part of the humanities, with an emphasis on developing cultural awareness and basic language skills. Career-oriented goals were not expressed in the foreign language curriculum. During the past 50 years, however, technological and educational developments have greatly increased both the necessity and the opportunity for travel, communication, cross-cultural understanding and career awareness. As a result, increased emphasis is now placed on the linguistic, humanistic and practical aspects of foreign language learning. Social and economic implications for the future require that the foreign language curriculum provide multilingual, multicultural learning experiences for students.

The concepts and goals of career education blend naturally with those of foreign language teaching/learning. By expanding the foreign language curriculum to include career education, teachers and students are provided opportunities for additional exploration and growth. The following statements by Kenneth A. Lester and Toby Tamarkin support and expand these current developments.

- *When teachers become involved with the concept of career education in foreign language and begin to make necessary changes in course offerings and content, materials to be used, and methods to be employed, the student is offered an expanded horizon. There is no longer one single predetermined path to language mastery. The pupil who never before pursued the study of a second language may realize the value of learning another skill that is closely linked to his [her] career interest.*
- *The foreign language teacher has a chance to work hand-in-hand with the other disciplines in the school toward the creation of programs that are meaningful and enable the student to expand his [her] views as well as his [her] skills. These "liberalizing" programs will become an integral part of a student's education, whether his [her] career interest is in business, public service, or medicine. The newly defined career education courses, including foreign languages, may liberate the type of student who formerly left school without the firm basis in skills and concepts necessary to lead a full life.*
- *The foreign language department must examine the community and assess both the needs and work placement possibilities that exist. As foreign language teachers become involved in the plans and implementation of the career education programs, they will, of necessity, work with students individually in a guidance capacity. They will also help in the placement of students in the work experience segment of the curriculum, and they may even have some responsibility for posteducational job placement.*
- *Career education offers a new dimension to foreign language instructors . . . . If the profession does not recognize this opportunity, build on the work already completed, and strike out in a bold new direction, a chance to make a significant contribution to the education of America's youth will have been lost.**

Elementary School (K-4)

The very nature of the instructional program in the elementary school lends itself to the inclusion of career awareness activities within an interrelated curriculum design.

Since most elementary schools in Georgia do not have a structured foreign language program, this guide will include ideas which relate foreign language learning and careers and which can be incorporated into everyday learning experiences. The resources given in this guide describe the wide range of careers which require varying levels of interest and proficiency in foreign languages.

Broad goals and activities are included which will give classroom teachers suggestions as to how they can introduce and emphasize foreign language learning as it relates to the world of work.

Broad Goals of Foreign Language-Career Education for Grades K-4

- To develop self-awareness through multicultural concepts

*"*Summary" from Responding to New Realities.* Gilbert A. Jarvis, editor, Copyright 1974 National Textbook Company. Reprinted by permission of the publisher.

- To develop a positive self-concept through language/culture learning experiences which extend students beyond their own environment
- To help students gain respect for the wide scope of work roles in which foreign language would be helpful
- To develop positive feelings about people of other cultures and how they contribute to our society through a variety of occupations
- To develop self-discipline and independence in work habits through language/culture related activities
- To develop better communication skills through awareness that languages greatly contribute to our ability to perform in any career
- To develop better interpersonal skills through language/culture learning experiences which help pupils appreciate and accept feelings of others
- To develop decision-making, problem-solving skills through activities relating foreign language to the international world market

Activities (K-4)

- Class discussion of various occupations of persons who speak a second language (persons from TV programs, films, community, school, family, etc.)
- Collection of pictures to be mounted on bulletin boards which helps pupils relate to identified occupations
- Discussion by pupils of identified occupations they like best
- Discussion of how knowing another language could help pupils in getting a certain job or promotion
- Discussion of different nationalities living in the U.S.—What do they contribute to our way of life? (Restaurants, shops, embassies, professional people, etc.)
- Role-playing different professions with emphasis on how knowledge of second language is helpful
- Discussion of what pupils could contribute if they moved to a country where another language is spoken
- Resource person invited to speak to class in relation to careers
- Pupils construct a mural or scrapbook including pictures of "I would like to be . . . ."
- A class visit should be included in areas where foreign restaurants, shops, bakeries, etc. are located
- Dramatizations depicting situations where a second language is vital to understanding
- Survey of community to identify any persons who speak a second language and how their work is language-related

Middle School (5-8)

A primary purpose of the middle school is to provide a smooth transition from elementary school to high school. Students should be involved in activities which continue their personal, skill and concept development, while exploring many subject areas. The teacher should refer to both the upper elementary and the secondary section of this guide to insure continuity in foreign language-career education.

The basic program design of the middle school requires the inclusion of exploratory courses which enrich and expand the curriculum. Each foreign language course at this level should include learning units, career center individual career packets and/or activities which clearly delineate the practical reasons for learning a second language.

To integrate career awareness into the middle school foreign language program, teachers and other interested or involved persons should do the following.

- establish objectives

- survey the community for assistance
- develop activities which lead toward attainment of the objectives
- gather resources
- evaluate activities and objectives at the end of each exploratory course
- redefine objectives, redesign course content, update community input and information and expand activities, as needed

Broad Goals of Foreign Language Career Education for Middle/Secondary Schools

- To increase students' communicative skills in the target language
- To increase students' knowledge of the requirements and expectations of selected vocational opportunities
- To increase students' awareness of careers in term of personal life-styles, values and attitudes
- To develop positive feelings about people of other cultures and how they contribute to our society through a variety of occupations
- To develop in students a positive attitude towards the societal value of all kind of work
- To provide opportunities for students to have personal experiences and creative expression within selected career options
- To develop a positive self-concept through language/culture learning experiences which extend students beyond their own environment
- To provide opportunities for job-related, in-field experiences
- To develop decision-making, problem-solving skills through activities relating foreign language to the international work market

Activities (5-8)

- Interview persons in community with follow-up report to class.
- Include information about any occupations needing more than one language.
- Collect books and magazines from media center in which differing work roles are presented. Relate second language knowledge as valuable in these roles.
- Have students write stories and make puppets to dramatize careers which are second-language oriented. (See appendix on making paper bag puppets.)
- Construct charts depicting personal and career related characteristics which are needed for different careers. Underline areas where knowledge of second language is desirable or mandatory.
- Chart student strengths and weaknesses and discuss how these characteristics might help them enter certain careers. (Display reference charts for all possibilities in foreign language careers.)
- Invite resource persons to class to give specifics about certain jobs; e.g., bilingual secretary (typing and foreign language), telephone repair person (foreign language skills needed in areas where community speaks another language).
- Search newspaper want-ads for language-related jobs. (Libraries or newsstands might have *New York Times* or *Wall Street Journal* for reference).
- Have students do independent research and construct personal booklets on job preferences.
- Display career interest center in classroom where students have opportunities to contribute and share games, puzzles, articles and books which relate to foreign language careers.
- Write, implement and evaluate mini-dramas which include ideas for foreign language career.

- Have Foreign Language day or week in school and include contributions from all grade levels. A typical meal of a foreign country served in the cafeteria and career-related dramas or skits performed by students are activities which could be effective.

Included in this guide is a sample exploratory unit entitled "Exploration of Possible Careers Using Foreign Languages." Its primary use should be in the area of exploration for the middle school years. In an exploratory unit in these grades, the teacher may have to spend more time on the clarification of skills terminology. This unit should help students choose the appropriate language for study based on their own educational and career goals.

This unit may also be used in first and second year foreign language classes at the secondary school level as an incentive for students to continue foreign language study. The activities are designed to create student awareness of the importance foreign languages may have in careers as primary, secondary or adjunct skills. Students will achieve this awareness by discovering and applying their own values and interests. Through research and discussion students will develop the knowledge of what fluency in a language means and what effort and time is involved in its achievement.

It is estimated that this mini-course will take approximately two weeks to teach; however, some activities can easily be omitted should cost or time be prohibitive.

A Unit in Exploration of Possible Careers Using Foreign Languages

Introduction

Why study a foreign language? According to the Modern Language Association, only 56% of the colleges and universities presently require foreign language as a prerequisite to the bachelor's degree. The percentage, however, is higher for more advanced degrees.

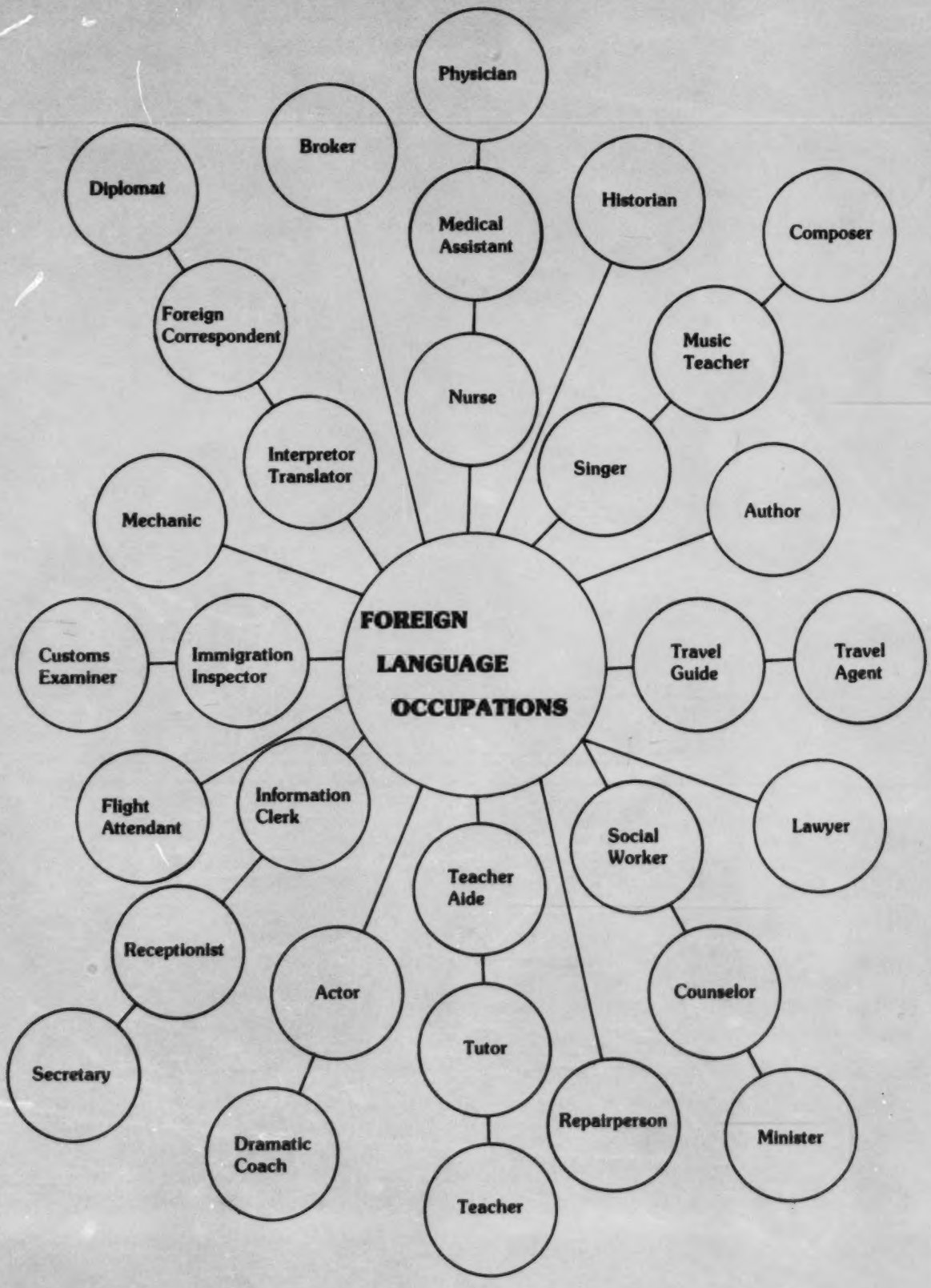
Why study a foreign language? Today, in a world changed by rapid communication and easy travel, people are finding the need to know at least one other language for business and personal reasons. Foreign language enrollments are booming in private schools; businesses are being established with their primary goal the teaching of other languages. Most of their students are men and women who have found that skill in a second language can broaden their career options.

As you study this unit, consider the use of foreign languages, not only as a primary skill, but also as an auxiliary skill that can help you in any career, at home and abroad.

Student Questionnaire—This is not a test.

1. If you want to learn something about a career, where would you go to look for information? Exclude your counselor.
2. How many years of foreign language do you plan to take? Which language(s)? Why did you choose this foreign language?
3. List all the careers you know where a foreign language would be helpful.
4. What is your favorite hobby?
5. What is a primary skill?
6. What is a secondary skill?
7. What is an adjunct skill?
8. In what ways would foreign language be a valuable background?
9. Do (would) you enjoy being in a foreign language club? Why (not)?
10. Do you believe a foreign language is necessary to go to college? Why? (What skills, other than speaking the foreign language, do you expect to get from a foreign language course?)

    Why not?


FOREIGN
LANGUAGE
OCCUPATIONS
Physician
Broker
Diplomat
Medical Assistant
Historian
Composer
Foreign Correspondent
Music Teacher
Nurse
Interpretor Translator
Singer
Mechanic
Author
Customs Examiner
Immigration Inspector
Travel Guide
Travel Agent
Flight Attendant
Information Clerk
Social Worker
Lawyer
Teacher Aide
Receptionist
Actor
Counselor
Tutor
Secretary
Repairperson
Minister
Dramatic Coach
Teacher

Goals And Student Tasks

- To increase students' knowledge of the requirements and expectations of selected vocational opportunities, students will
  - identify various occupations
  - research the necessary skills for a variety of occupations.
  - become aware of the career implications of foreign language study.
  - discover the use of a foreign language as a primary skill.
  - define the terms coequal and adjunct and apply them to the use of foreign language in careers.
- To increase students' awareness of a career in terms of personal life-style values, students will identify
  - those careers which require working with other people.
  - those careers which require working along.
  - those careers which are more dependent upon physical effort.
  - those careers which are more dependent upon mental effort.
  - those careers which require leadership.
  - those careers which involve some kind of competition.
  - their own areas of interest through teacher guided activities.
- To provide opportunities for the student to have personal experience and creative expression within selected career options, students will
  - develop fact sheets (posters) based upon their selected career options.
  - (when financially feasible) participate in field trips to various industries or businesses.
  - conduct interviews with members of the community involved in the students' selected careers.
  - compare their talents, likes and dislikes to the skills required for certain career choices.
- To provide opportunities for job-related, in-field experiences, students will
  - write letters to business firms to inquire of job opportunities and requirements.
  - duplicate working conditions through role-playing.
  - learn the names and addresses of resources for their career choice.
  - take summer or part-time employment in their career choice, when possible.

Activities

- Interest Examination
  1. Have students list five things in life they feel they did well.
  2. Have students list five things of which they are proud.
  3. Place a "1" after any item that required working with other people.
  4. Place a "2" after any item that required working alone.
  5. Place a "3" after any item that was more dependent upon physical effort.
  6. Place a "4" after any item that was more dependent upon mental effort.
  7. Place a "5" after any item in which the student was a leader.
  8. Place a "6" after any item in which achievement involved some kind of competition.*
- Show the filmstrip "Why Foreign Languages." Issue pamphlet "Foreign Languages and Your Career."

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*Career Education in The Academic Classroom, Olympus Publishing Company, Salt Lake City, Utah

- **Define and discuss**

  Primary skill

  Secondary skill

  Adjunct skill

  Valuable background

  These terms as applicable to foreign language

- **Based upon their answers on the Interest Examination, have students find one or a cluster of careers which match their achievement and/or interest.**

  Have students write a description of the jobs in the chosen cluster.

  Use resource materials

  Research in the library

  Interview someone who is doing this work

  Use filmstrip "Your Career and Foreign Languages"

- **Students should prepare fact posters including the following items.**

  Career title

  Major qualifications

  Secondary qualifications

  personal qualities
  foreign language skills

  Work hours

  Place of work

  Salary

  Label career

  Clerical-secretarial
  Sales
  Technical
  Managerial
  Executive
  Professional

  Professional

- **Situation Simulators**

  "Who do you think would get the job?"

  "Who do you think would get the order?"

- **Resource Speakers**

  Foreign cultural institutes such as Goethehaus, Alliance Francaise

  Airline representatives

  Restaurant representatives

  Business representatives

  Career representatives

- **Field Trips**

  Goethehaus (German), but also gives good ideas for an example of overseas service.

  Consulate

  Overseas airlines

  Travel agencies

  Restaurants

  Professionals at work (for example, chef in a French, German or Spanish restaurant)

- **Letters**

  Write a letter to a company requesting information on the career field chosen by the student. Include such items as

  Skills needed

  Primary
  Secondary

  Possibility of working part-time

  Age limit (if any)

  Resumé

Evaluation

1. **The following activities were completed in this unit. Please indicate in order which activities you liked best. (Put a 1 after your first choice, 2 after your second choice, etc.)**

   Self-evaluation

   Posters—making them

   Posters—researching for them

   Situation simulators

   Definitions

   Field trip

   Letters

2. **Which of the activities would you like to see removed from the unit? Please state your reason.**
3. **What is a primary skill?**
4. **What is a secondary skill?**
5. **What is an adjunct skill?**
6. **How can a foreign language be a valuable background?**
7. **If you wanted to learn something about a career, where would you go/look for information about the job? Exclude your counselor.**
8. **Do you consider this unit of value to you?**
9. **How many years of foreign language do you plan to study? Which one(s)?**
10. **List as many careers as you can, in which a foreign language would be helpful.**

Situation Simulators

Career Assimilator I

"Who Do You Think Will Get The Job?"

Jane Schneider is applying for a job as buyer for a wine importer who deals with companies in France, Germany and Italy. Jane has excellent typing and bookkeeping skills, in addition to four years of high school German.

Anne Figtree is applying for the same position with skills in typing and bookkeeping equal to Jane's. She studied a year of German in high school, two quarters of French in college and spent the Christmas holidays last year touring Spain and Italy.

Who do you think will get the job?

Choose one of the following answers.

1. Anne Figtree will get the job because she has a much broader background in languages and travel.
2. Jane Schneider will get the job because four years of a single language would provide her with more in-depth skills, enabling her to correspond and speak with people in Germany.
3. Anne Figtree will get the job because she has met the people of Italy and would understand them better than would Ms. Schneider.

Answer

If you choose number 2, you are correct. It takes time to develop language skills. One year or two quarters of a language will not be long enough to develop the skills needed for a buyer in an international business. Employers will look for in-depth training and not for scattered language learning.

Career Assimilator II

"Who Do You Think Will Get The Order?"

The president of Klamotten, Inc., Herr Staub of Germany, has invited sales representatives from three different apparel manufacturers in the United States to visit him and to discuss the possibility of importing U. S. clothing to Germany.

Mr. Roberts, representing the New Look Dress Company, has never studied German. He quickly buys a phrase book and record but he doesn't study much. He has been told that all Germans speak English and that he will have no trouble.

Mr. Franklin of the Wear Now Fabric Company has had four years of German. He buys a record and a book and begins practicing for his trip. He pays particular attention to words and phrases concerned with his business.

Ms. Simpson of the Trim Fit Dress Company has had a year of German. Her pronunciation was considered quite good and she made an "A" when she studied German, 10 years ago. She has been with her company for five years and has received two awards for her work.

All three arrive in Frankfurt and are invited to dinner at Herr Staub's home. Mr. Franklin goes to a florist and orders a lovely carnation arrangement to be sent ahead of time to his host and hostess. Ms. Simpson also goes to a florist and buys two dozen red roses to take with her. The roses are beautiful.

Mr. Roberts has stayed in his hotel room and practiced his German because he realized after getting to Germany that all of the Germans did not speak English to him.

During dinner, the conversation is in both German and English. Mr. Franklin is able to handle the German very well and Ms. Simpson puts in a word or two, particularly thank you and please. Mr. Roberts is still rather shaken by the realization that everyone does not speak English but he knows he has an excellent product and is eager to discuss plans with Herr Straub.

Assuming that prices and contracts are fairly equal, who do you think will get the order?

Choose one of the following answers.

1. Mr. Roberts will get the order because he has a good product and didn't try to impress anyone with his knowledge of German.
2. Ms. Simpson will get the job. She took beautiful (and very expensive) roses to her host and hostess and tried to speak "social" German.
3. Mr. Franklin will get the job. He knew to send flowers and he worked hard to improve his knowledge of German before arriving. He used German whenever possible.

Answer

If you chose number 3 you are correct. Mr. Roberts was over confident and made no effort to learn German. He made the assumption that everyone there would speak English to him and that he would have to make no effort to learn German. Ms. Simpson committed a terrible mistake. Red roses mean love and, in Germany, one sends them only to one he or she loves very much. She embarrassed her host and hostess.

Essential Resources for Unit

Filmstrips

"Your Career and Foreign Languages"

"Why Foreign Languages"

Order both from

Gessler Publishing Company, Inc.
220 East 23rd St.
New York, NY 10010

(If these filmstrips are unavailable, others could be substituted and the mini-course modified as necessary.)

Pamphlet

"Foreign Language and Your Career"
U. S. Department of Labor
Bureau of Statistics
1371 Peachtree St.
Atlanta, GA 30309

Secondary School (9-12)

Efforts are being made continually in secondary school foreign language classes to provide both horizontal and vertical experiences in language, culture and career development. In exploratory and beginning language courses, career units are geared toward awareness, orientation and exploration. (Refer to the Middle School section in this guide for more information on exploration.) On more advanced levels of language study, individual units and entire quarter courses may be developed around career themes.

Several methods for developing and including career units and activities in the foreign language classroom are presented in this guide. As these units and activities are developed, it is essential to remember that career education covers both cognitive and affective domains, and that career choice is a long-range procedure to be approached in terms of the level of understanding and maturity of the student.

To insure a comprehensive approach, it is suggested that a sequentially-structured, well-articulated career/language program be developed so that students in first year language courses receive orientation and exposure to a variety of career fields within the context of language content and difficulty. As language study progresses, a more in-depth study should be made of the relationship of foreign language education to one's life style. Specific career requirements, along with the vocabulary and structures related to particular careers, should be explored. Activities should be carefully chosen to encourage students to relate personally and creatively to a limited number of career options.

In more advanced language courses, it is suggested that the same career options might be pursued in units of one to 12 weeks. These courses should be taught in the target language and developed around the previously stated goals of foreign language career education.

It is recommended that this comprehensive career plan be integrated into the existing foreign language curriculum through a variety of approaches and techniques. Included in this guide are samples of the strand approach, the career center approach and the mini-course approach. These may be used at beginning, intermediate or advanced levels, either singularly or in combination. An effort should be made to coordinate and sequence material within each category so that there will be articulation and continuity.

The Strand Approach

This approach emphasizes the application of language skills as related to the career possibilities inherent within the framework of existing foreign language curricula. In this approach, elaborate explanation and supplemental technical vocabulary should be avoided. Topics for use in the strand approach should be drawn from the units in the text currently in use in the classroom.

The strand approach is designed to be used on any level of foreign language learning. The use of the target language in the strand will be dictated by the language competencies of the students. On a beginning level, most of the questions and discussions may be in English. At the intermediate level, the target language will be used in conjunction with English. At the advanced level, the entire strand should be conducted in the target language.

Two examples of the strand approach are included in this guide.

Strand I

Lesson Topic: At the hotel (Tourist and Travel)

I. Motivational Activities and Presentation of Core

A. Materials

1. Visual of a young couple at the reservation desk of a large foreign hotel. Any visual provided by the current text which suggests travel or tourism would be appropriate.
2. Visual of a young couple at the reservation desk of a large American hotel.

B. Questions (Visual Reading Skills)

1. How many are in the picture?
2. Who are they?
3. Where are they?
4. Why are they there?

5. What are the nationalities of the people involved?
6. What are the language skills needed by the people on both sides of the desk if they do not speak a common language?
   a. *The couple in the foreign hotel visual.*
   b. *The attendant in the foreign hotel visual.*
   c. *The couple in the American hotel visual.*
   d. *The attendant in the American hotel visual.*
7. How would second language skills benefit the individuals?
8. Would a second language be an asset in applying for a job as a desk clerk? As a bell hop? As a parking attendant?
9. In what other occupations in the hotel/tourist industry would the knowledge of a second language be an asset?
10. Is there any need in our community for people with proficiency in a second language?
11. Do people with second language skills have an advantage when applying for a job?

C. Sample Game

(Teacher-made at the beginning level) Match the job with the appropriate phrases.

1. List jobs available in a hotel.

   Manager
   Desk clerk
   Bellhop
   Restaurant hostess
   Waiter/waitress
   Etc.

2. List in the target language appropriate phrases, expressions, idioms, questions and responses being studied in the unit.

   Good morning
   May I help you?
   A single room? A double?
   Here is the key. Room 301.
   Is everything satisfactory?
   A table for one?
   Is the tip included?

D. Audiovisual

1. Role-playing—using unit materials, the students will act out situations which incorporate career possibilities.
   a. registration
   b. the bellhop
   c. the restaurant
      - *breakfast*
      - *lunch*
      - *dinner*
2. Taped practice materials: teacher-made tape giving correct pronunciation of relevant phrases and expressions.

II. Follow-up Activities—Evaluation

A. Have students prepare posters and/or bulletin boards illustrating the possible job/occupations in this country where a knowledge of a second language would be an asset.

B. Have students write dialogue on situations that might arise if they worked in a hotel, a hotel restaurant or a hotel parking lot.

C. Improvisations by students.

Strand II

Lesson Topic: At the department store

At the intermediate level all the following questions or activities would be carried out using the target language. One or more of the following motivational activities might be employed.

I. Motivational Activities and Presentation of Core

A. Materials

Visual of the interior of a large department store. This visual should contain representations of salespeople, items to be purchased, cash register, etc. (An overhead transparency may be easily constructed by clipping large ads from newspapers, making a paste-up model and processing the paste-up.)*

B. Questions (Visual Reading Skills)

Where is the action taking place?

Who are the people in the scene?

What are the nationalities of the people involved? (Emphasis is placed on the fact that the salespeople speak one language; the customers speak another.)

What languages must the salesperson speak?

Are multiple languages necessary in this occupation?

There are two salespeople in the picture. One speaks the customer's native language in addition to his or her own language; the other does not.

Which salesperson is more likely to be able to make the sale? Why?

Which salesperson will make the customer feel most welcome in the store? Why?

If the customer returns to the store, for which salesperson do you think he or she will ask?

Which salesperson is more likely to advance more rapidly in his or her career? Why?

If you were entering the retail sales field, do you believe that knowledge of another language would be beneficial to your career goals? Why?

C. Print Media

1. Newspaper
   a. Using foreign language newspapers, prepare a bulletin board, collage or a series of transparencies which illustrate sales, department store specials, etc.
   b. Using classified ads in American newspapers and/or newspapers from the target country, find ads for sales people who need to be bilingual. (*The Wall Street Journal* and the *New York Times* are particularly good for this activity.)*
2. Magazines: Same as newspaper

*See appendix for samples

D. Audio

Prepare a short tape advertising a sale. Base the script on ads taken from magazines and newspapers being sure to keep the language at the level of students. Reinforce visual stimulation (A) and continue with the introduction of material emphasizing the role of foreign language in this career field.

II. Follow-up activities—evaluation

A. Role-playing activities based on lesson dialogue model.

1. Act out the dialogue material using visual support and/or other props.
2. Have students select an item they wish to sell to a prospective customer. Let them develop a mini-drama involving such a sale.
3. Present a series of statements that might be used by a salesperson. Have students make personal responses to these statements.

   Example
   Salesperson, "This is our nicest suit. Only $500."
   (Student)
   Customer, "Oh, that's highway robbery."
   (Student)
4. Some students might develop a short mini-drama illustrating what happens when one salesperson speaks the customer's language and the other salesperson does not.

B. Have students read want ads in a large newspaper and find those sales positions which require bilingual skills.

C. Have students prepare a radio ad for a department store.

Career Language Center

The career-language center can be used at all levels of language development and proficiency. It is designed to provide students with a variety of opportunities for in-depth exploration of the role of foreign languages in various occupational areas.

The career-language centers should be developed around a central career theme (e.g. medical careers) and a specific language skill (e.g. the verb "to be"). Objectives should stress the development of both cognitive and affective learning through multimedia and multisensory experiences.

The target language should be used in the career-language center materials where possible; the extent will depend upon the language competency level of the students. Following is a sample career-language center which may be adapted to beginning, intermediate or advanced level language students.

Sales Occupations

I. Goals and Student Tasks

A. To increase the students' awareness of the requirements and expectation of vocational opportunities in sales occupations.

1. Students will identify various occupations related to the sales area.
2. Students will become aware of the levels of language skills needed for this occupation.
3. Students will become aware of the projected needs in this career field over a period of years.
4. Students will identify the jobs in the sales areas which offer the greatest potential for future advancement.

B. To increase the students' knowledge of basic language through study of vocabulary and structure necessary for the chosen vocational area.

1. The students will increase their active vocabularies relating to at least one sales area.
2. Students will develop notebooks using clippings from newspapers, magazines, and other resource materials which illustrate
   a. individual vocabulary items,
   b. situations which require the use of the target language,
   c. the need for knowledge of the target language in the chosen area (classified ads, newspaper articles from the business section, etc.) and
   d. cross-cultural differences and similarities.
3. The students will increase their knowledge of the structures necessary to conducting business in the target language by memorizing and applying in a simulation at least fifteen new pattern sentences.
4. The students will present to the class the results of their investigation of the particular career field through
   a. oral reports,
   b. presentation of notebooks,
   c. mini-teaching lesson of the new vocabulary and structure they have learned and
   d. mini-drama (either composed by the students themselves or supplied by the teacher).

II. Activities

A. Selecting career topics for examination

1. Have students list ten business activities which involve selling products directly to customers (for example, grocery sales, service station).
2. Have students rank these occupations in their order of preference.
3. Have students select the top two occupations for major consideration.
4. Have students select the second in rank for possible investigation, if time permits.

B. Have students view the filmstrip "Why Foreign Languages".

C. Have students read pamphlet "Foreign Languages and Your Career".

D. Choice of Career

1. Based upon the choices in section A, have students examine the career clusters of *"Foreign Language Occupations."*
   (In many cases the additional information found in B and C will motivate the students to modify their choices at this time.)
2. Have the students write a description of the chosen career.
   a. Resources:
      1. Library resource material
      2. Interviews with owners of business and with managers of businesses which fit the job choice
      3. Interview employees of the businesses
   b. Contents
      1. Career title
      2. Major Qualifications
      3. Related qualifications—language skills
      4. Work hours/days
      5. Place of Work
      6. Salary
      7. Future advancement

E. Language Skill Development

1. Vocabulary
   a. Have students examine vocabulary lists related to various occupational areas. (Barnes and Noble Educational Paperbacks in French, German, Italian, Spanish and Russian provide substantial lists in almost all areas of career involvement.)
   b. Have students add to their base lists through the use of magazine ads and newspaper ads written in the target language.
   c. Have students develop visual cue cards illustrating new vocabulary items.
2. Structure
   a. Have students examine a list of pattern sentences which will be useful in their area of interest. (Barnes and Noble series)
   b. Have students select 15 of these useful patterns and learn them.
   c. Have students develop a cartoon strip, poster or collage which illustrates the situation(s) in which the pattern sentences would be used in that career field. (Magazines, coloring books, comic books, catalogues, "Sears, Penneys, etc." are good)
3. Have students listen to short taped dialogues involving sales being made.
4. Have students read dialogues illustrating sales being made.

III. Assimilation and Evaluation

A. Have students report to the entire class or to a small group their findings concerning the area that they have investigated.

B. Have students select 10 new vocabulary items to teach to the class using the visuals that they have prepared.

C. Have students select five new structural patterns to present using the visuals they have prepared.

D. Have students work with one or two other interested students illustrating how languages other than English are needed in making sales.

IV. Resources

See end of chapter for list of resources.

Automotive Industry

Intermediate Level—French

A. Introductory Activities

1. Have students name as many kinds of French-made cars as possible.
2. Have students describe those cars in as much detail as possible. (This description may be from various points of view: consumer, mechanic, etc.)
3. Have students compile a notebook with pictures of these cars along with the accompanying descriptions (in English).
4. Have students make a visit to a dealer's showroom. They should verify or correct any information that they have included in the original description of the vehicle(s).
5. Have the students develop an English vocabulary relative to the various features of each car, again from the points of view of the consumer, the mechanic.

6. Provide the students with materials in the target language from which they may develop an active vocabulary relative to automobiles and the automobile industry.

B. Vocabulary Building Activities

1. Provide sample visual vocabulary cards illustrating the basic vocabulary for the automobile. (This vocabulary is best developed by using current magazines in the target language [such as *L'Automobile* in French], technical dictionaries, automotive ads in better-known magazines [such as *Paris Match* in French].)

   For those of us who are not artists these visual cards may be made by tracing pictures in magazines; cutting and pasting pictures from magazines, catalogs and coloring books on 4 x 6 index cards; or having art students or mechanical drawing students create visual cue cards. (See figures 1 and 2 for samples.)

2. Provide students with samples of hidden-word puzzles and crossword puzzles which utilize the vocabulary items they have been learning. Hidden word puzzles are the easiest type of puzzles for the teacher to construct. See figure 3 for a sample hidden-word puzzle.

3. Have students expand their individual vocabularies by constructing their own vocabulary cards and hidden-word and crossword puzzles. These vocabulary exercises should be oriented to those words which will be used in a career situation, such as automotive sales or repair. Remind the students to seek new vocabulary and visual support items from

   a. Automotive magazines in the target language,
   b. Newspapers in the target language, especially the classified ads,
   c. Magazine ads,
   d. Consumer catalogues written in the target language,
   e. Picture dictionaries such as those in the *Duden* series,
   f. Encyclopaedias written in the target language,
   g. Technical dictionaries and
   h. Auto repair manuals in the target language.

C. Applications

1. Have the students develop an active use of the newly learned vocabulary.

   Examples:

   a. Have the students compose three sentences. The first sentence prepares us for the vocabulary item. The second sentence uses the item in context. The third sentence closes the context situation.

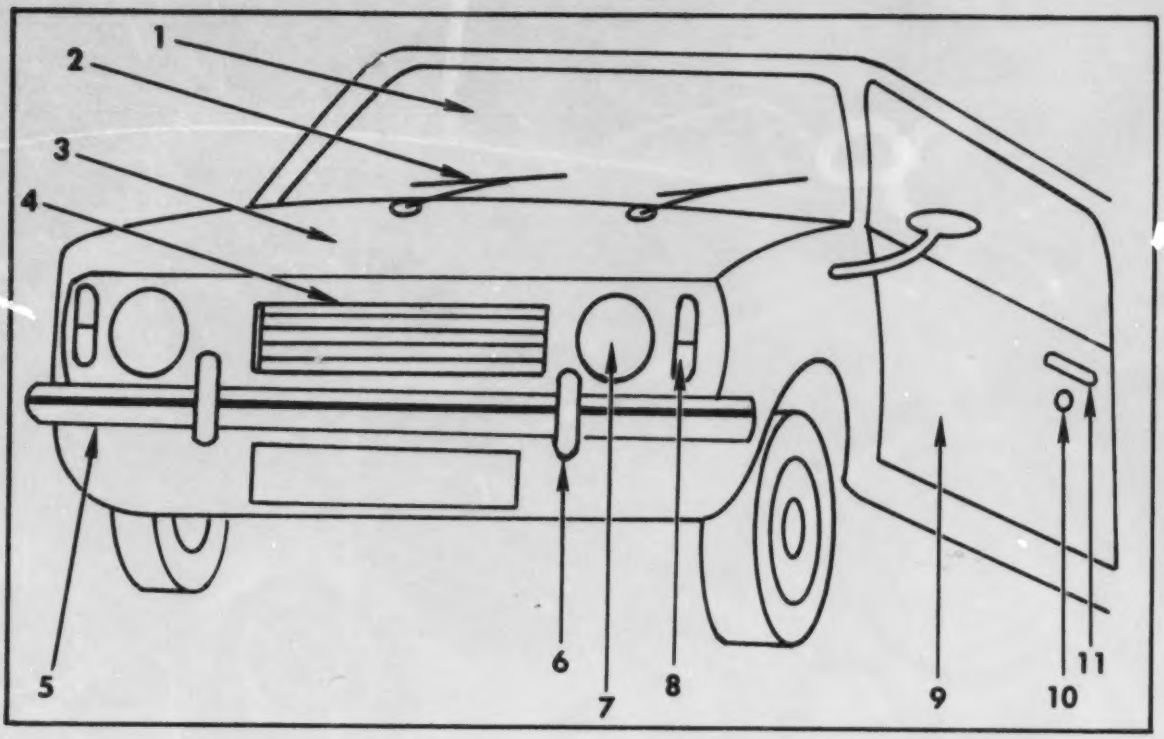
      Example:
      Hélène ne peut pas arrêter sa voiture.
      Les freins ne marchent plus.
      Elle a vraiment peur!

   b. Have the students develop a cartoon strip illustrating the use of the new vocabulary and phrases in context.

   c. Some tips

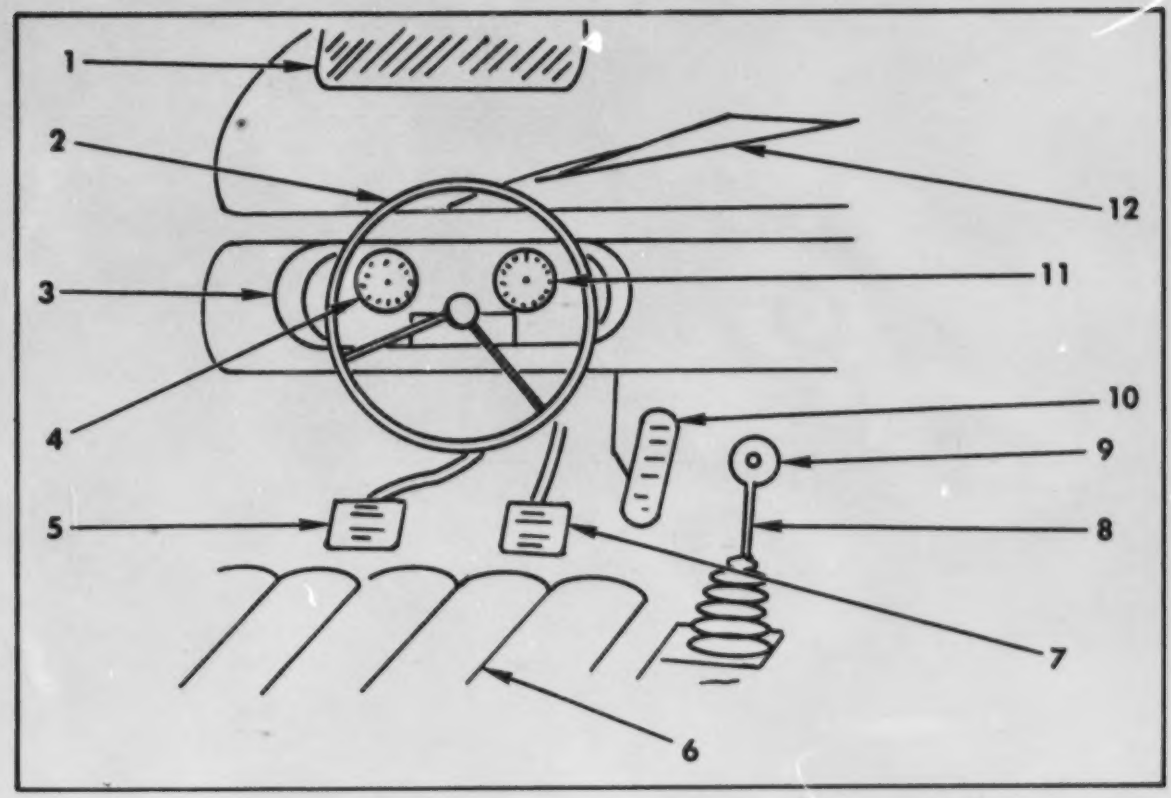
      1. Keep the cartoons simple.
      2. Make sure that there is only ONE speaker in each frame of the strip.
      3. Make sure that the frame contains one element which will cue the desired vocabulary item or phrase.
      4. Be sure that the cartoon strip is a complete thought series.

5. Teachers wishing to create cartoon strips for an entire class may wish to use the following procedures.
   a. Find any noncopyrighted cartoons which are printed with black, carbon-base ink. Any such cartoon, whether from newspaper or magazine, will transfer directly to transparency film or heat stencils. (If you are using color cartoons as your base, omit step (e). Remember that the black outline used in cartoons will copy on the transparency film; the color portion will not.)
   b. Use a razor blade to remove the printed words from the pictures, leaving the circles and balloons intact.
   c. Paste the cartoon pictures on a sheet of paper.
   d. Number the pictures to indicate the sequence.
   e. A Xerox at this stage seems to facilitate the making of the transparency or heat stencil.
   f. Following the directions on the copy machine, make the transparency or heat stencil of the cartoon strip.
6. Have the students use the new vocabulary in the following situations.
   a. Try to sell a new car to a speaker of the target language. Explain in as much detail as possible the features of a car that would be of interest to a prospective buyer.
   b. Explain to a customer just what his car needs in the way of repairs.
7. Have the students create mini-dramas illustrating the need for knowing the target language in this career oriented situation.



1. le pare-brise
2. l'essuie-glace (n.m.)
3. le capot
4. la calandre
5. le pare-chocs
6. le butoir de pare-chocs
7. le projecteur
8. l'indicateur de direction (le clignotant)
9. le panneau de porte
10. la serrure
11. la poignée de porte

Figure 1



1. le pare-soleil
2. le volant
3. le tableau de bord
4. l'indicateur de vitesse (n.m.)
5. la pédale d'embrayage
6. le siege
7. la pédale de frein
8. le levier de vitesses
9. le pommeau du levier de vitesses
10. la pédale d'accélérateur
11. le tachymètre
12. l'essuie-glace (n.m.)

Figure 2

Hidden Word Puzzle

Locate as many words as you can which apply to the automobile. Follow the example given below.

Figure 3

a	d	é	m	a	r	r	e	u	r	n	p	c
m	e	e	s	a	m	o	b	a	i	h	j	l
o	m	r	f	i	o	u	z	e	a	o	c	i
r	a	é	e	l	t	e	r	r	n	v	a	g
t	r	s	u	e	e	f	e	c	c	î	l	n
i	r	e	x	m	u	c	a	p	o	t	a	o
s	e	r	r	u	r	e	t	n	n	o	n	t
s	u	v	i	t	e	s	s	e	d	i	d	a
e	r	o	p	a	n	n	e	u	u	t	r	n
u	f	j	l	t	r	e	à	a	i	r	e	t
r	i	r	e	r	e	s	s	o	r	t	u	x
t	û	s	ô	b	o	b	i	n	e	n	t	é

Career Mini-Course

Foreign language career options and themes have previously been identified and developed into units for beginning and intermediate level students. Units for these levels are geared toward career awareness, orientation, and exploration. The advanced level of this curriculum guide, however, will provide a more indepth study of the same career options to which the students have previously been exposed. The career center and mini-course approaches will be used to provide varied activities which capitalize on the students' expressed interest in different occupations. At the advanced level, the work in careers will be presented in the target language. If it has been determined that students on the advanced level have had no prior introduction to career awareness, it is suggested that they be oriented through use of the strand or center approach.

Designed for advanced foreign language students on the secondary level, this two-week mini-course provides an opportunity for students to conduct an in-depth investigation of career possibilities in which knowledge of a second language is useful. In an effort to destroy the myth that language learning is an end in itself, and to penetrate categories of occupational areas related to interest and ability in a foreign language, the course is designed to encourage students to analyze their personal interests, abilities, and skills as they relate to individual career choices.

Although the time sequence is limited and the scope is broad, a presentation of several career opportunities is presented. The emphasis is on the parameters of foreign language career opportunities; attention is given to careers in which foreign language may be either a primary or secondary skill. The chief focus is to make high school students more aware of the career advantages of knowing another language. The instructional strategy is to reinforce and extend the student's knowledge of career options as they relate to skill in a foreign language.

Goals of the Career Mini-Course

- To provide opportunities for language skills development within the framework of high interest vocabulary and structure.
- To provide opportunities for students to research a wide range of career options related to foreign languages.
- To provide opportunities for students to identify minimum foreign language skills and content required for particular careers.
- To assist students in developing the ability to make realistic post-graduate decisions concerning careers and foreign languages.

Major Objective

Upon completion of the learning activities of this unit, the student will be more cognizant of the extensive use of foreign languages in various occupational situations, perceive career opportunities in which foreign language skills are helpful, and analyze their own interests, abilities, aptitudes and needs as they apply to individual career choices.

Tasks

The student will be able to

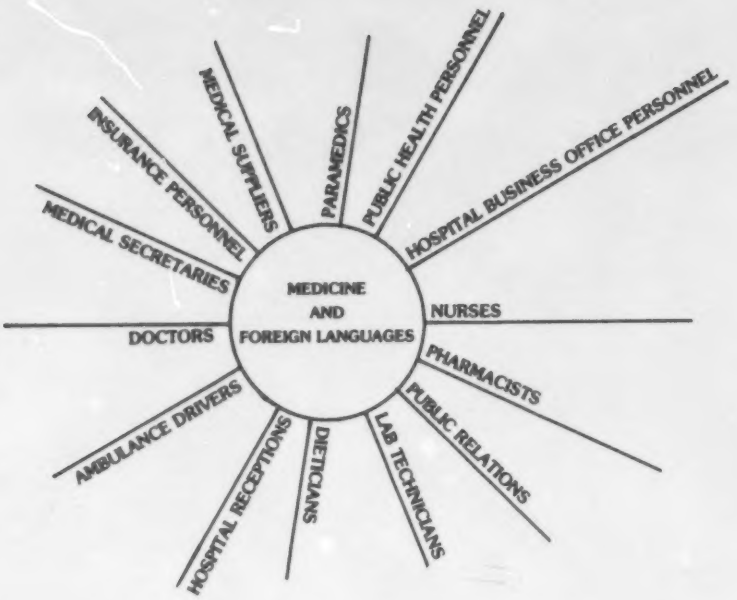
- discuss in the target language those careers which utilize foreign language skills in any capacity;
- explore the job opportunities available to persons with a knowledge of foreign languages;
- discuss economic implications of career areas in which foreign languages are employable;
- indicate alternatives in which a knowledge of foreign language may be used;

- discuss qualifications for various career roles;
- survey a job site and indicate the various language oriented job opportunities that exist for a person knowledgeable about and trained in foreign languages;
- survey the immediate neighborhood and indicate examples of foreign languages used in travel, leisure and work;
- simulate a work site with demonstrable examples of foreign language usage;
- write in the target language a position paper on the importance of foreign languages and careers;
- participate in a seminar indicating personal career choices with reasons for the decision;
- list at least 10 occupations in which skill in a second language is a highly desirable auxiliary skill;
- describe, for each of the ten occupations listed, the minimum foreign language skills necessary for successful employment;
- describe educational paths (in school and community) for acquiring entry level marketable foreign language skills;
- identify the higher education institutions (in state) where foreign language skills may be acquired;
- identify at least five businesses which employ people with second language skills;
- interview at least one person who uses a second language at work;
- report to the class on the interview
  a. occupation title
  b. use of language
  c. how language skills were acquired
  d. opportunity for advancement
  e. work environment
  f. general pay scale
  g. opportunities for similar jobs there and elsewhere
  h. personal reaction of student toward job
- act in at least four simulations about jobs which require a second language.

Specific learning activities should include the development of the basic language skills. Listed here are activities which relate particularly to career/foreign language study. It is important to note that these are sample activities which would need to be adapted to individual needs and resources.

- Using resources such as the *Occupational Outlook Handbook*, give an overview or listing of language-oriented careers.
- Discuss, in the foreign language, those careers in which second language ability is a highly marketable skill.
- Prepare a job survey report of the major careers to be studied.
- Hold interviews with people who use a second language. (secretaries, stewardesses, businessmen, waiters, hotel employees, doctors) in the community.
- Use classified ads to describe possible economic implications of language-oriented career opportunities.
- Prepare bulletin board displays of careers, qualifications, working conditions, salaries.
- Select a broad career field such as medicine. Make a radius wheel showing which occupations within that field might find a second language useful.

Example:



- Prepare a "Language in My Neighborhood" bulletin indicating aspects of foreign languages used in leisure, travel, community activities, work.
- Participate in group simulations of career activities in which another language is useful. Examples of careers include motel operator, ambulance driver, policeman, travel agent, banker.
- Participate in seminars giving pros and cons of particular careers.
- Write, or contribute to, a position paper on the importance of foreign language skill in specific careers.
- Make on-site visits to businesses where a second language is an asset.

Foreign Language/Career Survey

Choose 10 careers to evaluate in terms of language proficiency needed. Rate each according to the following scale.

1. near-native 2. good 3. fair 4. no proficiency needed

Career	Listening/ Understanding	Speaking	Reading	Writing	Knowledge of Culture
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Business Questionnaire

1. Name of Business: _____
2. Address of Business: _____
3. Number of Employees: _____
4. Do any of your clients/customers use a foreign language when dealing with your business?

   YES ☐ NO ☐

5. Do you presently employ people with foreign language skills?

   YES ☐ NO ☐

6. Are applicants with foreign language skills preferred, all other skills being equal?

   YES ☐ NO ☐

7. Do you provide foreign language instruction for your employees?

   YES ☐ NO ☐

8. How many of your employees have at least one foreign language skill? _____
9. How many of your employees have more than one foreign language skill? _____
10. Please check the language which would be beneficial to employees in your business. If more than one language, please number in the order of their importance (e.g. 1 = most important).

    ☐ Spanish ☐ Russian
    ☐ French ☐ Japanese
    ☐ German ☐ Korean
    ☐ Vietnamese ☐ Other (please specify)

11. If no foreign language is presently used in your business, do you see a need for it within the next 10 years?

Community Survey

Sample Interview Questions

1. What is the title of your job?
2. What are your specific responsibilities?
3. Do you use _____ (foreign language) in your job?
   If so, how? Is it a necessity?
4. Why did you chose your particular foreign language?
5. Did knowing a foreign language help you to get this position?
6. How did you learn to speak a foreign language?
7. Had you been to any foreign countries before you began your job?
8. Do people with foreign language skills have better opportunities in your company, when other skills are equal?
9. Do you feel that knowing a foreign language makes your job more interesting?
10. Which foreign language skills do you consider most important in your job?
11. What other special interests or skills do you need for your job?
12. What other occupations can you do with your knowledge and training?
13. What is the preferred education and/or training for your job?
14. Do you enjoy your work?
15. What do you consider the personal qualifications for your job?

Suggested Resources

- **Film**

  "Second Language Learning: Your Key to Understanding"

  Babbitt Film Specialities
  P.O. Box 10
  Park Forest, IL 60466

Order from

Georgia Film Library
1066 Sylvan Rd., SW
Atlanta, GA 30310

Film Number: 4514

- **Pamphlets**

  "Career Awareness and Foreign Languages"

  "Career Education in the Academic Classroom"

Order from

ACTFL Materials Center
Suite 1814, 2 Park Ave.
New York, NY 10016

- **Books**

  Occupational Outlook Handbook
  Bureau of Labor Statistics, current edition
  U. S. Department of Labor, 1371 Peachtree St., NE
  Atlanta, GA 30309

  Bourgoin, Edward. Foreign Languages and Your Career.
  1978, Columbia Language Services, P. O. Box 28365,
  Washington, D. C. 20005

  Georgia Directory of International Services
  Georgia Chamber of Commerce
  1200 Commerce Building
  Atlanta, GA 30303

  Georgia, U.S.A. International Manufacturing Directory
  Georgia Bureau of Industry and Trade, International Division
  P. O. Box 38097
  Atlanta, GA 30334

  Foreign Language Instruction and Career Preparation: A Selected, Annotated Bibliography #51. CAL. ERIC/LLL Series on Languages and Linguistics.

Order from

Eric Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1611 North Kent St.
Arlington, VA 22209

- **Slide/Tape Presentation**

  "Foreign Languages - Georgia's Key To The World"
  (available on loan)

Order from

Foreign Language Consultant
Georgia Department of Education
Atlanta, Georgia 30334

Appendix

Sample Course Outline

- **Title**
  Traveling Abroad (Country of choice should be given; i.e., France, German, Spain, etc.)
- **Course Description**
  This third level, single-quarter/semester course stresses the life-focused skills, vocabulary and cultural background needed to travel successfully in _____ (name of country).
- **Sample Objectives and Evaluating Tasks (performance indicators):**

Objectives	Tasks/Indicators	Graduation requirements (CBE), Board Policy	Criterion-referenced Test Objectives-10th Grade	Local Requirements
The student will be able to interpret communication through a variety of means	The student will be able to complete with 90 percent accuracy two of the following. 1. Simulate telephone conversations, using appropriate vocabulary and proper manners, concerning a. hotel reservations b. asking for or accepting a date c. movie, theater or sports information 2. Choose two advertisements each from radio and newspaper (or magazine) and analyze according to language, attitude toward product, comparative cost of product with similar one in U.S.A., and describe his/her personal reaction. (Would you or would you not buy the product based on advertising?) 3. Choose 3 major cities of the country and locate the following on city maps a. post office b. city hall c. parks d. banks e. hotels Give directions from a hotel to 4 major buildings and/or monuments in one of the cities.	Learner: Speaking and Listening, Writing, Problem-Solving Consumer: Standards 1 and 2	Communication Skills: 4, 6, 7, 8, 15, 23 Mathematic 14	
The student will be able to demonstrate how basic math skills aid in travel abroad.	The student will be able to complete with 90 percent accuracy two of the following, one role-play, one written.			
The student will be able to write an appropriate response to familiar visual, oral and written cues.	1. Role-play the customer in a shop, buying goods, giving and receiving money, counting change. 2. Role-pay a customer in a bank, requesting information on rate of exchange, cashing travelers' checks, counting money. 3. Write a one-paged dialogue between a clerk and customer in a clothing store, using appropriate dialogue and vocabulary, clothes sizes, and appropriate prices. Write a one-paged dialogue between a clerk and customer in a department store. Buy four gifts to take home, each under a designated amount. Show all computations. 4. Use a train schedule to develop a realistic itinerary from the capital city to three other towns. Figure mileage in kilometers and approximate cost of travel (hotel, meals, train tickets) within a fixed budget.	Learner: Mathematics Problem-Solving Consumer: Standard 1	Mathematics 1, 2, 16, 17, 18	
	The student will be able to do 3 of the following with 90 percent accuracy. 1. Answer a business or personal letter using all proper forms of letter writing in the foreign language. 2. Write a description of a picture (at least 5 sentences with no more than 5 mistakes). 3. Complete an application for a job in the foreign language with no more than 2 mistakes. 4. Answer in complete sentences the questions who, what, when, where on material heard or read.	Learner: Reading and Writing Producer, Standard 2	Communication Skills: 4, 7, 15, 17, 19, 20, 22, 23 Career Development 13	

- **Sample of Course Content**

  The Arrival

  Phrases and vocabulary concerning hotels, food, *making* friends
  Cultural orientation to country (location on map, *capital* city, etc.)

  Travel, Sightseeing

  Transportation and Communication
  Reading maps and schedules
  Famous Buildings, Museums, Monuments
  Geography

  Eating Out

  Table manners
  Typical foods and beverages
  Ordering food and paying bill
  Numbers, telling time

  Leisure-time Activities

  Shopping
  Entertainment

  Illness

  Parts of body
  Phrases and vocabulary concerning symptoms, medicine, etc.

- **Sample of Instructional Activities**

  Map study

  Role-playing activities concerning

  Eating in restaurants
  Shopping
  Buying tickets and attending recreational events
  Using facilities such as the post office, bank and railway station

  Conversations (oral and written)

  Creative activities by students, including cooking, singing, and descriptions of country through art, poetry, etc.

- **Sample Resources**

  ***French (Spanish, German, Russian, etc.) For Travelers.* Berlitz**

  Handbook for International Traveler
  RCA Communications, Inc.
  66 Broad Street
  New York, New York 10004

  Student Hostels and Restaurants
  Swiss National Union of Students
  Universitätsstrasse 10
  Zurich 8, Switzerland

  The Traveler's Health Handbook
  The Medical and Science Communications Associates, Inc.
  130 East 59th Street
  New York, New York 10022

Sample

A Teacher Self-Evaluation Form

NAME _____

List 3-5 major objectives that you wish to accomplish in this course: (To be completed at beginning of course)

1.

2.

3.

4.

5.

(The remainder of this evaluation form is to be completed at the end of the course.)

I. Organization for teaching: how often did you use the following?

- ____Use of the local foreign language curriculum guide
- ____Use of the current textbook
- ____Use of other resources
  - ____books, periodicals
  - ____filmstrips
  - ____films
  - ____records
  - ____flashcards, pictures
- ____Use of equipment
  - ____tape recorders
  - ____overhead projector
  - ____film/filmstrip projector
  - ____other equipment
- ____Use of other teaching aids
  - ____flannelboard
  - ____chalkboard
  - ____puppets
  - ____realia
  - ____commercial games
  - ____teacher- or student-made games
  - ____other
- ____Use of community resources
  - ____foreign visitors
  - ____field trips
  - ____other

II. Professional growth and development

A. List professional conferences (national, regional, state, local) that you have attended this year.

_____

_____

_____

_____

B. What professional literature have you read?

_____

_____

_____

_____

C. Have you traveled or studied in another country during the past year?

D. Have you attended any workshops, retreats or other meetings concerned with foreign languages?

III. Methodology

What is your strength?

What is your weakness?

List two new ideas or activities tried this past year in the classroom.

IV. Concerns

A. What do you see as your greatest needs as a teacher?

B. What can you do about those things listed in A?

C. Which of the 3-5 objectives listed at the beginning of the courses were accomplished and how well?

1.
2.
3.
4.
5.

D. What changes would you like to see (curriculum, objectives, textbooks, materials) next year.

Foreign Language Attitude Survey (For Teachers)

The attitude survey has been developed to serve as a tool for helping teachers explore their own attitudes and assumptions concerning foreign language learning and teaching. React to each of the statements below by circling one of the following responses: 5(strongly agree), 4, 3, 2, 1(strongly disagree).

1.	The grammar-translation approach to second language learning is not effective in developing oral communication skills.	5	4	3	2	1
2.	Mastering the grammar of a second language is a prerequisite to developing oral communication skills.	5	4	3	2	1
3.	'Proficiency' always implies correct application of the four skills.	5	4	3	2	1
4.	When a foreign language habit differs structurally from a native language habit, extensive repetitions, simple and varied, are needed to form the new habit.	5	4	3	2	1
5.	Generally the student's motivation to continue language study is directly related to his or her success in actually learning to speak the language.	5	4	3	2	1
6.	Gestures and other kinesics should be taught and evaluated as an integral part of language acquisition.	5	4	3	2	1
7.	A good foreign language teacher does not need audiovisuals to build an effective program.	5	4	3	2	1
8.	Individualizing instruction is really not feasible in foreign language classes.	5	4	3	2	1
9.	It is important for students to learn rules of grammar.	5	4	3	2	1
10.	German and French are harder to learn than Spanish.	5	4	3	2	1
11.	Most proficiency goals set for high school students are unrealistic.	5	4	3	2	1
12.	Second language acquisition is most successful when based on an oral approach.	5	4	3	2	1
13.	It is of primary importance that student responses in the target language be linguistically accurate.	5	4	3	2	1
14.	Upper-level sequences of secondary school language instruction should concentrate on the study of literature and the refinement of written grammar and translation skills.	5	4	3	2	1
15.	The sound system of the foreign language should be taught separately and at the beginning of the first sequence of instruction.	5	4	3	2	1
16.	Taped lessons generally lose student interest.	5	4	3	2	1
17.	Ideally, the study of Latin should precede the study of a modern foreign language.	5	4	3	2	1
18.	Dialogue memorization is an effective technique in the process of learning a second language.	5	4	3	2	1
19.	One problem with emphasizing oral competence is that there is no objective means of testing such competence.	5	4	3	2	1
20.	One cannot teach language without teaching the culture.	5	4	3	2	1
21.	The teaching of cultural material in a second language course does not necessarily increase student motivation to learn to speak the language.	5	4	3	2	1

22.	An effective technique for teaching sound discrimination of a second language is to contrast minimal pairs.	5	4	3	2	1
23.	The language lab is most effective if used every day.	5	4	3	2	1
24.	Learning a second language requires much self-discipline.	5	4	3	2	1
25.	The teaching of listening and speaking skills should precede reading and writing.	5	4	3	2	1
26.	Pattern practice does provide meaningful context for learning to use the target language.	5	4	3	2	1
27.	The culture content of a language course should be geared to contrasting contemporary life-styles and ways of doing things.	5	4	3	2	1
28.	The language lab is more beneficial for beginning language students than for students at advanced levels.	5	4	3	2	1
29.	Today's students won't take foreign language because they don't want to work.	5	4	3	2	1
30.	Cultural contrasts and language skills are usually taught and tested separately.	5	4	3	2	1
31.	The ability to speak a language is innate; therefore, everyone should be capable of learning to speak a second language if he is capable of learning to speak the first.	5	4	3	2	1
32.	Students should master dialogues orally before reading them.	5	4	3	2	1
33.	Cultural information should be given in the target language as frequently as possible.	5	4	3	2	1
34.	The language laboratory is an indispensable device for teaching and learning a second language.	5	4	3	2	1
35.	Second language acquisition is not and probably never will be relevant to the average American student.	5	4	3	2	1
36.	Students who do not read well can still be successful in learning to communicate in a second language.	5	4	3	2	1
37.	The audiolingual method provides an adequate emphasis on the development of spontaneous and creative language usuage.	5	4	3	2	1
38.	Simulated real-life situations should be used to teach conversation skills.	5	4	3	2	1
39.	To learn a second language, one must begin the study early.	5	4	3	2	1
40.	If language teachers used all of the audiovisual equipment, materials, and techniques the experts say they should, there would be no time for eating and sleeping, much less teaching.	5	4	3	2	1
41.	All students, regardless, of previous academic success and preparation, should be encouraged and given the opportunity to study a foreign language.	5	4	3	2	1
42.	Foreign language teachers need not be fluent themselves to begin to teach effectively for communication.	5	4	3	2	1
43.	One of our problems in teaching a second language is that we try to make learning 'fun' and 'a game.'	5	4	3	2	1

44.	Students should answer a question posed in the foreign language with a complete sentence.	5	4	3	2	1
45.	Pattern practice is an effective learning technique.	5	4	3	2	1
46.	Students who have problems with English should not take foreign language classes.	5	4	3	2	1
47.	The establishment of new language habits requires extensive, well-planned practice on a severely limited body of vocabulary and sentence patterns.	5	4	3	2	1
48.	When a student makes syntactical errors, they should be accepted by the teacher as a natural and inevitable part of language acquisition.	5	4	3	2	1
49.	If English teachers taught grammar as they should, it would be easier for us to teach a second language.	5	4	3	2	1
50.	Language learning should be fun.	5	4	3	2	1
51.	One can exchange ideas spontaneously in a foreign language without having linguistic accuracy.	5	4	3	2	1
52.	Most language classes do not provide enough opportunity for the development of conversational skills.	5	4	3	2	1
53.	The audiolingual approach to language learning is highly over-rated, particularly in relation to the needs of American students.	5	4	3	2	1

Please circle the appropriate response.

What language(s) do you teach?

French	German	Russian	Spanish	Other
5	4	3	2	1

At what level(s) do you teach?

Elementary	Junior High	Senior High	College	Other
5	4	3	2	1

How many years have you taught?

0-3 years	3-10 years	10-20 years	20-25 years	more than 25 years
5	4	3	2	1

How much time have you spent in countries where the language you taught is spoken?

0-2 months	2-6 months	6 months-1 year	1-2 years	more than 2 years

What Is Your Approach

Directions for Scoring

For each survey question below, enter the number you circled on the survey form. The maximum score for each category is 50(10x5). The minimum score for each category is 10(10x1). The approaches are defined below.

Traditional (Grammar—Translation)	Strictly Audiolingual	Audiolingual/Communicative
2. _____	4. _____	1. _____
7. _____	13. _____	5. _____
9. _____	18. _____	21. _____
14. _____	26. _____	25. _____
17. _____	32. _____	31. _____
29. _____	34. _____	38. _____
43. _____	37. _____	42. _____
46. _____	44. _____	48. _____
49. _____	45. _____	51. _____
53. _____	47. _____	52. _____

Approached Defined

Traditional—heavy emphasis on grammar and translation.

Audiolingual—stress on near native speed and accuracy in pronunciation; great limitation on material to be manipulated and mastered by student.

Communicative—deemphasis on linguistic accuracy as the major objective in language learning; emphasis on providing opportunity for creative, spontaneous use of the language from the beginning of language study.

Scoring Explained

A score of 40-50 in any one category indicates a strong definition of your language teaching approach. A score of 30-39 indicates some ambicalence toward the approach as defined by the questions. A score of 10-19 indicates a weak response to the approach as defined by the question in the category.

Relationship of scores in each category.

1. Approximately equal total scores in all three categories indicates inconsistency of responses. Study your answers and prepare to discuss them.
2. Approximately equal scores in categories 2 and 3 does not necessarily imply inconsistency. If your scores are nearly equal, check these questions for consistency by filling in your responses again.

Strictly Audiolingual	Audiolingual/Communicative
13. _____	51. _____
37. _____	52. _____
26. _____	38. _____
47. _____	51. _____

Compare the responses in each category. If the numbers are the same or approximately so for each pair, reevaluate the questions for discussion.

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The Audiomotor Unit

Important Points

- The audiomotor unit is a daily 10 minute activity.
- It develops listening and speaking skills.
- It teaches the grammatical concept of the familiar command and presents cultural information.

Format

Tape with 10-20 commands centered around a certain cultural theme. (Sound effects may be added.)

Method

- The teacher acts out the commands as the tape plays. Students listen.
- Students act out commands.
- After 2-3 days of silently acting out commands, students begin to say the commands.
- Students do entire unit without benefit of tape.
- Testing can be done by giving commands in scrambled order to be sure that students understand the command.

Audiomotor Unit

The following audiomotor unit was develop by Dr. Theodore B. Kalivoda, Department of Language Education, the University of Georgia, Athens. Although Dr. Kalivoda's *Notas culturales* are written in Spanish, a translation is given here for the benefit of those whose second language is other than Spanish.

Vamos al Restaurante Español

Visuales

1. vaso
2. cuchillo
3. tenedor
4. servilleta
5. tazita
6. moneda (propina)
7. camarero
8. botella
9. pan
10. cuenta
11. carne
12. plato

Estás en un restaurante (You are at a restaurant)

Coge la servilleta (Pick up your napkin)

Desdóblala (Unfold it)

Ponla sobre las piernas (Put it on your lap)

Coge el tenedor con la mano izquierda (Pick up your fork in your left hand)

Coge el cuchillo con la mano derecha (Pick up your knife in your right hand)

Corta un trozo de carne (Cut a piece of meat)

Ponlo en la boca (Put it in your mouth)

Masticalo (Chew it)

Trágalo (Swallow it)

Deja en el plato el tenedor y el cuchillo (Put your knife and fork on the plate)

Limpiate la boca con la servilleta (Wipe your mouth with the napkin)

Deja las manos en la mesa (Leave your hands on the table)

Sírvete un vaso de vino (Pour a glass of wine)

Bebe un poco (Take a drink)

Coge el pan (Pick up the roll)

Parte un trozo (Break off a piece)

Cómelo (Eat it)

Pide café al camarero (Signal the waiter to bring your coffee) (Motion with the finger)

Tómalo (Drink it)

Coge la cuenta (Pick up the bill)

Mirala (Look at it)

Saca tu billetera (Take out your wallet)

Paga la cuenta (Pay the bill)

Deja una propina (Leave a tip)

Sal del restaurante (Leave the restaurant)

Notas culturales

1. La manera española de comer carne es con el tenedor en la mano izquierda y el cuchillo en la derecha. La carne se pincha con el tenedor mientras se corta con el cuchillo. Se come el trozo de carne cortada con la mano izquierda.

   (The Spanish way of eating meat is with the fork held in the left hand and the knife in the right. The meat is held with the fork as it is being cut with the knife. The piece of cut meat is eaten with the left hand.)

2. Se ponen ambas manos sobre la mesa mientras se come, en contraste con la costumbre americana de poner la mano izquierda debajo de la mesa.

   (Both hands are placed on the table as one eats, in contrast with the American custom of putting the left hand under the table.)

3. El pan no se lleva entero a la boca al estilo norteamericano sino que se parte con la mano en trocitos pequeños a medida que se come.

   (The entire piece of bread is not carried to the mouth in the American style; rather, the bread is broken into small pieces as it is eaten.)

4. El vino se bebe diariamente con las comidas españolas, hasta por los niños.

   (Wine is drunk daily with Spanish meals, even by the children.)

5. De postre es común comer fruta. La naranja, cultivada en Valencia, es especialmente rica. Se corta en trocitos y se come con el tenedor.

   (Usually fruit is eaten as dessert. Oranges, grown in Valencia, are particularly good. The orange is cut into small pieces and eaten with the folk.)

6. El café es una parte integra de la comida española; se toma al terminar la comida. Al contraste el café en los E.U. se bebe durante la comida. El café es fuerte y se sirve en una tazita en contraste con el café aguado que se sirve en una taza grande en Norteamerica.

   (Coffee is an integral part of the Spanish meal. It is drunk at the end of the meal. In contrast, coffee in the U.S. is drunk during the meal. The coffee is strong and is served in a tiny cup in contrast to the weaker coffee served in a big cup in the U.S.)

7. Los que sirven las mesas (camarero) siempre son hombres (contrastar con las "waitresses" en los restaurantes norteamericanos).

   (Those who wait on the tables are always men. There are waitresses as well as waiters in the U.S.)

8. Incluida en la cuenta está una propina de 15 porciento. Se deja una pequeña propina adicional cuando el servicio es excelente.

   (A 15 percent service charge is included in the bill. A small additional tip is left if the service is excellent.)

Suggested Outline for Culture Capsule
(Vary to suit your needs)

Topic

Coordinates with text

(If basic point of culture coordinates with a certain unit, piece of literature or other material, cite title of text, author and pages involved.)

Student objectives

1.

2.

3.

Visual or realia needed

Presentation of information

Student activities
(These should relate to objectives.)

Evaluation

Suggested Culture Capsule Topics

Influence of Foreign Culture in North America
Traffic Signs
Cuisine
Christmas Customs
Homes
Education
Facts About Foreign Country
Holidays
Music
Art
Literature
Table Manners
Courtship and Marriage
Leisure Time Activities
Forms of Courtesy
Sports
Politics and Government
Heroes
Religion
Funerals
Folklore
Gestures

Suggested Format for Mini-Drama

(Vary to Suit Your Needs)

Title

Coordinates with text:

(If drama coordinates with a unit, piece of literature or other material, cite title of text, author and pages involved.)

Setting

Characters

Script

(Depicts a scene in which cultural misunderstanding leads to confusion or hostility. The script brings the actors to a moment of peak frustration and then stops.)

Points for discussion

(List the cultural points which are illustrated by the drama and should be bought out in the discussion which follows the presentation.)

1.

2.

3.

4.

Suggested Format for Programmed Culture Assimilator
(Vary to suit your needs)

Topic

Coordinates with text

(If basic point of culture coordinates with a certain unit or piece of literature, cite title of text, author and page involved.)

Information paragraph

(Introduces the characters, sets the scene, and describes the situation which could lead to crosscultural misunderstanding.)

Alternative explanations for the misunderstanding

(List four or five choices, all of which should seem plausible at first glance.)

1.

2.

3.

4.

5.

Discussion of alternatives

(The response to each choice should contain additional cultural information relative to central point of culture.)

1. Sorry, but . . .
2. Although your choice is logical for an American . . .
3. In some cultures this would be a reasonable assumption, but . . .
4. Correct choice! The situation is (etc.)

Sample Culture Assimilator

Topic
The Chaperone

Information paragraph

Bob and his friend Glenn are in Spain during their vacation. They meet two Spanish girls, María and Carmen, and very quickly invite them to a movie.

"Go to a movie!" say both girls at the same time. They appear very shocked, but after chatting longer, agree they would accept the invitation, but must first ask permission of their parents.

The boys are astonished that the girls must ask permission and do not understand why. They are equally amazed and rather angry when the two girls return, each with a younger brother to accompany the group.

Bob and Glen are furious when they realize that they are expected to buy tickets for the younger boys, as well as for their dates. The girls do not act as if there is anything wrong.

Alternatives

1. It is really a big joke. The girls want to tease the *norteamericanos*. Spanish girls would never take their brothers along on a date.
2. It is the custom in Spain that girls must have both parental permission and a chaperone before going on a date. The chaperone is often a younger brother or sister.
3. The girls' families are very poor and the little boys will never see a movie unless someone else pays. The girls are pretty sure that Americans have money.
4. Maria and Carmen are from very nice families and are afraid to go to a movie with two strangers. They want their brothers with them for protection.

Discussion of Alternatives

1. Sorry! It isn't really likely that the girls would try to tease someone they had just met. Choose again.
2. Good for you! Chaperones are still important in Spain although there is much more social freedom than in previous years. It is quite typical for girls to take their younger brothers along on dates.
3. There is nothing to indicate poverty; also, such action would be considered very rude if the only objective were to get some else's ticket bought by the Americans. Choose again.
4. Actually this might be a logical choice; however, even if the girls were afraid they are "double-dating" and they also have the option to refuse the invitations. Choose another option.

Judging Text

Before completing the check list below, look carefully at the entire textbook, noting in particular chapters at the beginning, in the middle and at the end of the book. Be sure that attention is given to the development of all items.

A suggested rating for the presentation and development of each item is

0—Does not appear

1—Poor

2—Fair

3—Good

4—Excellent

Be sure to comment if you rate lower than 4.

Title of Text

I. Content

Items	Rating	Comments
Listening		
Speaking		
Reading		
Writing		
Grammar		
Daily Culture		
Vocabulary		
Narration		
Exercises for all of above		
Games and other activities		

II. Format *(Use the same rating scale to judge the following items.)*

Items	Rating	Comments
Pictures		
Lay-out		
Organization of material		
Appropriateness of English		
Glossary		
Adaptability of material to your time frame		

III. Supplementary Material *(Using the same rating scale to judge the following items.)*

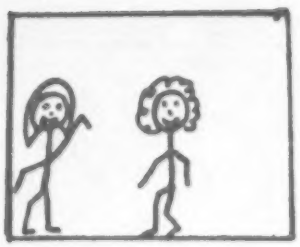
Items	Rating	Comments
Tapes		
Records		
Filmstrips		
Films		
Other Visuals		
Tests		
Other Aids		
Teacher's Manual		

Pertinent Questions

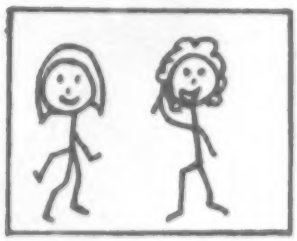
1. Are the dialogues and reading selections relevant to your students' interests?
2. For how many levels is the program planned?
3. Are students encouraged to be creative in the language?
4. Are the tapes available through the Georgia Department of Education?
5. Does the book have a recent copyright date?
6. Is the book on the state textbook list?

Illustration of Cue Sheet

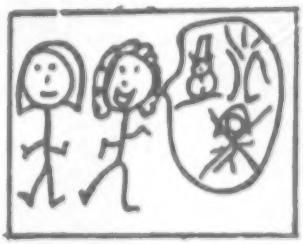
Each cued picture represents one sentence or utterance in the dialogue.



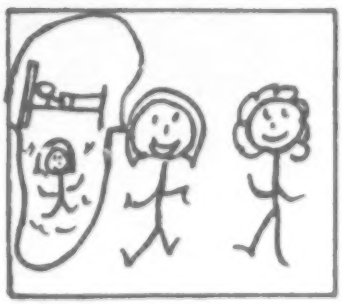
Hi, Mary



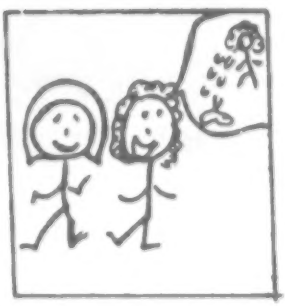
Hi, Jane, How are you?



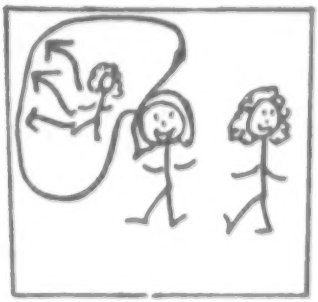
I haven't seen you all Winter.



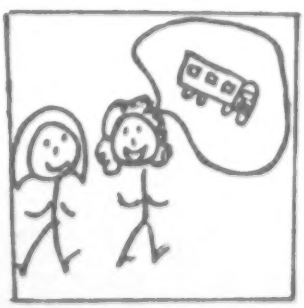
I'm fine now, but I was sick.



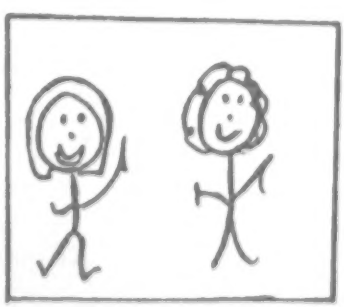
I am so sorry!



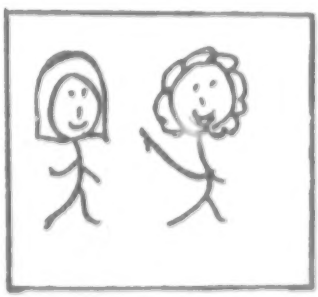
Where are you going?



I have to catch a bus.



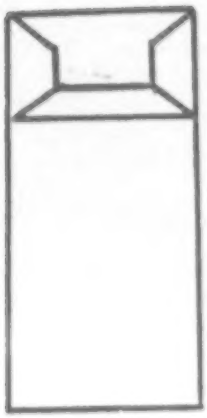
So long! See you later



Good-bye, Jane

Cue Sheet Comments

1. Cue sheets can be made quickly using stick figures and a small amount of imagination.
2. Cue sheets which are given to students should have *no* written language, *only pictures.*
3. Note that the person talking in each "frame" has an opened mouth!
4. The sketches inside the circles are simply to help students remember the thought being expressed and the sequence.
5. Students may make cue sheets, too.



Paper Bag Puppets

1. Secure sturdy paper bag 5½" by 11" from the vegetable section of the grocery store. (Lunch bags are not suitable.)
2. Sketch large head on the folded-over flap of the bag, making sure that the mouth separates where flap folds over. Be sure to color red under the mouth part of the flap where it will show when the puppet's mouth is open. Sketch body on lower part of bag. It will be much smaller than the head. Color with crayons or magic markers.
3. Paste on yarn for hair and scraps of cloth to represent clothing. Let the pupils have fun expressing their individuality.
4. Place hand inside bag and cup fingers into flap. Move fingers as puppet talks. After pupils complete puppets and try them out, you may want to pin them up around the chalkboard as room decoration until you are ready to use them.

Resources

There is an extensive amount of material available for foreign language teachers. The list given here is representative of the kind of resources which need to be a part of a professional library. The list is in no way complete. In addition to this bibliography, other suggestions for materials are made throughout the guide in specific areas such as culture, individualized instruction and evaluation.

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Alter, M. P. *A Modern Case for German*. Philadelphia: American Association of Teachers of German. 1970

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Finocchiaro, Mary. *Teaching Children Foreign Languages*. New York: McGraw-Hill 1964.

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Valette, Rebecca and Renee Disick. *Modern Language Performance Objectives and Individualization*. Harcourt, Brace, Jovanovich. 1972.

The ACTFL Foreign Language Education Series. (National Textbook Company):

Foreign Language Education: an overview. Emma M. Birkmaier, Editor.

Foreign Language Education: a reappraisal. Dale L. Lange, Editor.

Responding to New Realities: Gilbert A. Jarvis, Editor.

The Challenge of Communication. Gilbert A. Jarvis, Editor.

Perspective: A New Freedom. Gilbert A. Jarvis, Editor.

Choosing Among the Options. Gilbert A. Jarvis and Alice C. Omaggio, Editors.

The Language Connection: From the Classroom to the World. June K. Phillips, Editor.

Building on Experience—Building for Success. June K. Phillips, Editor.

The New Imperative: Expanding the Horizons of Foreign Language Education June K. Phillips, Editor.

"END OF DOCUMENT"